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ABSTRACT

Developed by the 1986-1988 Youth Services Advisory Committees to the North Carolina State Library, the competencies suggested in this manual are presented under 11 headings: (1) General Knowledge of Library Policies, Procedures, Goals, Etc.; (2) Youth Services Department Goals and Objectives; (3) Knowledge of Client Group; (4) Library Materials; (5) Collection Development and Maintenance; (6) Reference and Reader Advisory Services; (7) Programming; (8) Publicity/Public Relations; (9) Interpersonal Relations; (10) Professional Development; and (11) Administration. Each section begins with a matrix showing the objectives for that category--i.e., what the librarian or paraprofessional should demonstrate familiarity with or understanding of--and indicates the levels of personnel responsible for the individual objectives. This matrix is followed by materials designed to aid the librarian in reaching the stated objectives. These materials include a questionnaire for conducting a community analysis, policy statements in various areas, descriptions of procedures, guidelines for library programs and displays, guidelines for introducing computer services and rules for children using the computer, criteria for evaluating audiovisual library materials and computer software, copyright restrictions on video use, library material selection policies, and dealing with challenged materials. (BBM)

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COMPETENCIES

FOR

YOUTH SERVICES LIBRARIANS

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COMPETENCIES FOR YOUTH SERVICES LIBRARIANS
developed by the 1986-1988
Youth Services Advisory Committees
to the
North Carolina State Library
North Carolina Department of Cultural Resources

Representing:
Small libraries
  Mary Jane Carbo, George and Laura Brown Library

Medium size libraries
  Mary Lou Rakow, Wilson County Public Library
  Valerie Talbert, Onslow County Public Library

Large libraries
  Cal Shepard, Forsyth County Public Library

Regional libraries
  Edna Jo Gambling, Hyconeechee Regional Library

Libraries in far eastern North Carolina
  Sue Joseph, East Albemarle Regional Library
  Carol Veitch, East Albemarle Regional Library (now at Onslow County Public Library)

Libraries in far western North Carolina
  Beverly Means, Fontana Regional Library

North Carolina Library Association, Children's Services Section
  Rebecca Taylor, New Hanover County Library

North Carolina Library Association, Public Libraries Section, Young Adult Committee
  Laura Weigand, Forsyth County Public Library

North Carolina State Library
  Diana Young, Editor

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Diana Young, Youth Services Consultant
Teresa Mowatt, Typist

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I. GENERAL KNOWLEDGE OF LIBRARY POLICIES, PROCEDURES, GOALS, ETC.

Demonstrates familiarity with:

1. staff structure and place within it
2. policy manual (policies and procedures therein)
3. community analysis as well as short, middle, and long range plans of the library system as a whole.
4. ALA's Freedom to Read Statement, the Library Bill of Rights (and interpretation statements) as well as any other intellectual freedom policies and procedures adopted by their library boards.
5. Knowledge of all state library resources and services available to public libraries.
6. Other library resources within the community and state.

II. YOUTH SERVICES DEPARTMENT GOALS AND OBJECTIVES

Demonstrates understanding of:

1. specific policies (i.e. unattended children)
2. long, medium, short range/goal plans for youth services
3. own work plan and how it relates to library's general and specific goals.

Demonstrates knowledge of:

4. other resources in the community which serve youth services personnel
5. other resources in the community which serve youth
6. state library resources and services for youth services personnel
7. statewide youth oriented resources and services available to public libraries
8. involvement with review and formulation of library policy and procedures as they affect youth services.

III. KNOWLEDGE OF CLIENT GROUP

Demonstrates general understanding of:

1. reading process and readability of library materials
2. reading problems and possible solutions thereof
3. an ability to use and apply readability formula
4. child/adolescent psychology and child/adolescent developmental stages
5. an ability to apply knowledge of child/adolescent psychology and child/adolescent developmental stages in planning services and collections
6. cultural diversities/ethnic values
7. an ability to apply knowledge of cultural diversities/ ethnic values in planning services and collections
8. current youth culture
9. an ability to apply knowledge in planning services and collections

IV. LIBRARY MATERIALS

Demonstrates:

1. general knowledge of children's and/or young adult literature as well as adult literature suitable for young people
2. historical and critical knowledge of literature for children and/or young adults
3. knowledge of trends and current issues in literature for children and/or young adults
4. general knowledge of professional materials about literature for children and/or young adults
5. general knowledge of children's and/or young adult media including film, video, filmstrip, recording, and computer software formats
6. knowledge of current trends and issues involving media particularly production quality and usability
7. general knowledge of how to use and maintain audiovisual equipment including, but not limited to 16mm film projector, filmstrip projectors, record players, audio and video players, microcomputers.

V. COLLECTION DEVELOPMENT AND MAINTENANCE

Demonstrates:

1. knowledge of and familiarity with library's materials selection policy
2. knowledge and understanding of library's purchasing policies and procedures
3. knowledge and understanding of the Library Bill of Rights and its interpretations as they pertain to children's and/or young adult materials selection.
4. ability to select materials in accordance with library selection policy and to defend materials selected (reconsideration policy)
5. familiarity with general selection tools
6. familiarity with specific selection tools evaluating materials for children and/or young adults
7. ability to select materials that meet and satisfy patron interest and needs within existing budgetary limitations
8. ability to determine and purchase for weaknesses in materials collection
9. ability to weed collection following criteria in the library's weeding policy
10. ability to develop, defend and implement an annual budget for youth services materials.

VI. REFERENCE AND READER ADVISORY SERVICES

Demonstrates:

1. general knowledge of all reference and nonfiction collections in the library
2. general knowledge of reference and nonfiction materials for children and/or young adults
3. in-depth knowledge of the reference and nonfiction materials for children and young adults
4. broad general knowledge of picture book, juvenile fiction and/or YA fiction collection
5. in-depth knowledge of picture book, juvenile fiction and/or YA fiction collection
6. ability to assist patrons in locating areas of the library collection pertinent to their needs
7. ability to conduct a successful reference interview and to assist patrons in meeting their informational and recreational needs
8. ability to generate bibliographies and pathfinders on informational and recreational topics
9. ability to booktalk extemporaneously and formally to groups
10. knowledge of available interlibrary loan services
11. ability to use all available interlibrary loan services

VII. PROGRAMMING

Demonstrates:

1. familiarity with all library programming policies including use of the meeting room
2. familiarity with all specific programming policies as they relate to programming for children, young adults, parents and other adults serving/working with children and/or young adults
3. ability to develop and plan programs that meet library goals and objectives
4. ability to plan program, individually or in series, reflective of patron and seasonal needs/interest
5. ability to plan and produce programs in accordance with child growth and development needs/guidelines
6. knowledge of community demographics and ability to plan programs reflective of these indicators
7. knowledge of professional materials, print and nonprint, available for program planning and use
8. knowledge of materials, print/nonprint to use in programming
9. knowledge of and ability to tell stories and read books to children, young adults, and adults
10. knowledge of and ability to produce and use a variety of storytelling techniques including but not limited to flannel boards, puppets, props, etc., where/when appropriate
11. knowledge of and ability to use child related activities such as songs, games, fingerplays, and crafts in programming
12. ability to encourage reading through booktalks to children, young adults, and parents
13. ability to plan/prepare/produce programs with/for other child care providers, i.e. daycare workers, children's literature classes, school librarians
14. ability to develop or adapt evaluative instruments for assessing effectiveness of programs

VIII. PUBLICITY/PUBLIC RELATIONS

Demonstrates:

1. general knowledge of and familiarity with library's service community
2. knowledge of basic library marketing practices
3. ability to generate and carry out a media campaign including press releases, flyers, posters, radio and TV psa's, and guest appearances on local radio and TV programs
4. ability to plan, prepare and produce library displays and bulletin boards
5. ability to prepare reports or other informational devices for library boards and trustees, administrators, governing agencies, etc.
6. ability to act as an advocate of youth services to community in general
7. ability to plan and conduct school visits to promote the library

IX. INTERPERSONAL RELATIONS

Demonstrates:

1. ability to work productively with peers, supervisors, and other library staff
2. ability to plan own work flow, set priorities
3. ability to be on time and to dress appropriately for tasks planned
4. ability to work effectively with the public -- adults, young adults, and children

X. PROFESSIONAL DEVELOPMENT

Demonstrates:

1. an interest in tasks assigned
2. an interest in and willingness to attend skills development/enhancement workshops and programs
3. a willingness to share skills, ideas, etc., with supervisors, and other libraries
4. ability to schedule/plan, produce, and conduct workshops/continuing education opportunities for those supervised

Is an active member of:

1. local library organization
2. North Carolina Library Association, including Children's and or YA sections
3. American Library Association, including children's and/or its Young Adult Associations.
4. Southeastern Library Association including children's and/or young adult section
5. state library youth services committees
6. other advocacy and child related organizations and associations
7. community activities as interest dictates

XI. ADMINSTRATION

Demonstrates ability to:

1. plan work flow, set priorities, access tasks for self and for those supervised
2. evaluate work of those supervised
3. design, conduct and apply findings of community analysis and needs assessments as these relate to youth services
4. to develop, implement, and evaluate short, middle, and long range plans of the library as these relate to youth services
5. work effectively with library boards of trustees and/or other local government agencies
6. develop physical facilities/a physical environment that is welcoming and contributes to the achievement of youth services goals
7. develop a network with other youth services professionals, e.g. school librarian, teachers, social workers, etc.
8. develop, implement, and evaluate an annual budget for the youth services program
9. develop, implement, and evaluate an ongoing program of staff development for youth services employees
10. develop work plans for employees, using all available resources, e.g. library goals, staff abilities and needs, and results of community analysis, etc.
11. identify external funding sources and write proposals for grants
12. demonstrates an awareness of legislative and judicial decisions which affect youth, library, or government agencies in general and use this information in program planning, administration, etc.

I. GENERAL KNOWLEDGE OF LIBRARY POLICIES, PROCEDURES, GOALS, ETC.

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I. General Knowledge of library policies, procedures, goals, etc.

Demonstrates familiarity with:	A	B	C	D
1. staff structure and place within it.	x	x	x	x
2. policy manual (policies and procedures therein).	x	x	x	x
3. community analysis as well as short, middle, and long range plans of the library system as a whole.		x	x	
4. ALA's Freedom to Read Statement, the Library Bill of Rights (and interpretation statements) as well as any other intellectual freedom policies and procedures adopted by their library boards.	x	x	x	x
5. Knowledge of all state library resources and services available to public libraries.			x	x
6. Other library resources within the community and state.	x	x	x	x

A - a paraprofessional children's and/or young adult librarian supervised by the library director.
B - a paraprofessional children's and/or young adult librarian supervised by a professional children's and/or young adult librarian.
C - an MLS children's/young adult librarian.
D - an MLS children's and/or young adult or youth services coordinator.

COMMUNITY ANALYSIS

NAME____

LIBRARY_________________________ TITLE______________________

Before you can plan programs, collection development, or services for children and young adults, you will need to know how these services are part of the "total" library program. The easiest way to find this information is to explore your library's community analysis, 5-year plan, and annual report. This exercise will become part of your notebook and assist you in future planning. If you want to jot down sources and page numbers, please do so.

Read through the above documents and be prepared to discuss the following:

Community Exercise

1. How many children live in your library service area?

_______________18 years and younger

_______________12 and younger

_______________5 and younger

_______________Total population of service area

2. What is the ethnic make up of your community?

____

____

3. Is there "walk-in" access to your library, or must children wait for parents to drive them to the building?

____

____

4. What major programs/services does your library currently offer for:
Toddlers____

Preschoolers (other than toddlers)________________________

____

School age children through age 14________________________

____

Young adults through age 18____________________________

____

Adults/Parents__________________________________

____

5. How many schools and colleges are in your library service area?

__________high schools
__________jr. high schools
__________elementary schools
__________community colleges
__________ colleges/universities

How does your library currently work with the above institutions?

____

____

6. Have you met the librarians at the above institutions who serve the same patrons clients that you serve? List those librarians important to your service goals:

Librarian	Phone number

7. How many child care centers are in your library services area?

__________child care centers

How does your library work with the center teachers and children?

____

____

8. Does your community have a community volunteer program? If yes, can you work with this agency? How?

____

____

____

GOALS EXERCISE

1. Your library's overall mission statement:

2. Your library's major goal for service to children:

3. Your library's major goal for service to young adults:

4. How do children and young adult services fit into your library's 5-year plan?

FREEDOM TO READ

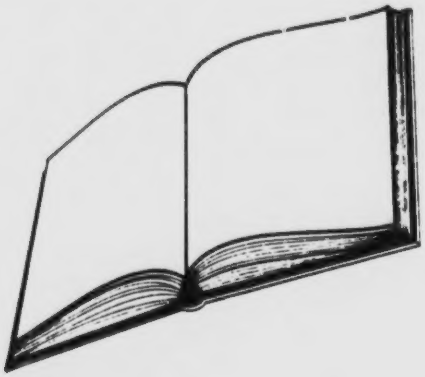
The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressure leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.



And yet suppression is never more dangerous than in such time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means of making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures towards conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions including those which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe by why we believe it.

2. Publishers, librarians and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as a standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed to making up his mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the peoples' freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to ready by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, the answer to a bad idea is a good one.

The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these proposition - neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean that dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but its ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972 by ALA Council.

FREEDOM TO VIEW

The **FREEDOM TO VIEW**, along with freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore, we affirm these principles:

1. It is in the public interest to provide the broadest possible access to films and other audiovisual materials because they have proven to be among the most effective means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.

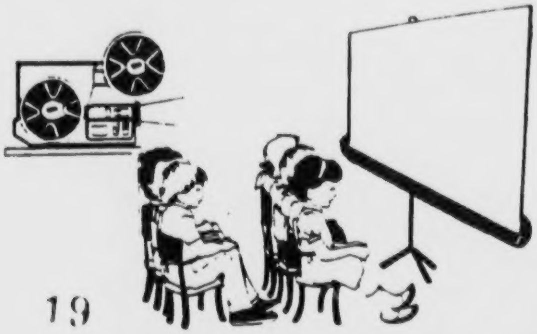
2. It is in the public interest to provide for our audience, films, and audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.

3. It is our professional responsibility to resist the constraint of labeling or prejudging a film on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.

4. It is our professional responsibility to contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Education Film Library Association's Freedom to View Committee, and was adopted by the EFLA Board of Directors in February, 1979. Libraries and educational institutions are encouraged to adopt this statement and display it in their catalogs or libraries. The text of the statement may be reprinted freely; permission is granted to all educational institutions to use it. Endorsed by ALA.

EDUCATIONAL FILM LIBRARY ASSOCIATION, 43 W. 61 Street, New York, N.Y. 10023



Library: American Library Association
Address: 50 East Huron Street
Chicago, Illinois 60611
Source: INTELLECTUAL FREEDOM HANDBOOK

LIBRARY BILL OF RIGHTS

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.
Amended February, 2, 1961, June 27, 1967, and January 23, 1980,
by the ALA Council.

FREE ACCESS TO LIBRARIES FOR MINORS

An Interpretation of THE LIBRARY BILL OF RIGHTS

Some library procedures and practices effectively deny minors access to certain services and materials available to adults. Such procedures and practices are not in accord with the LIBRARY BILL OF RIGHTS and are opposed by the American Library Association.

Restrictions take a variety of forms, including, among other, restricted reading rooms for adult use only, library cards limiting circulation of some materials to adults only, closed collections for adult use only, collections limited to teacher use, or restricted according to a student's grade level, and interlibrary loan service for adult use only.

Article 5 of the LIBRARY BILL OF RIGHTS states that, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." All limitations on minors' access to all library materials and services violate that article. The "right to use the library" includes use of, and access to, all library materials and services. Thus, practices which allow adults to use some services and materials which are denied to minors abridge the use of libraries based on age.

Material selection decisions are often made and restrictions are often initiated under the assumption that certain materials may be "harmful" to minors, or in an effort to avoid controversy with parents. Libraries or library boards who would restrict the access of minors to materials and services because of actual or suspected parental objections should bear in mind that they do not serve in loco parentis. Varied levels of intellectual development among young people and differing family backgrund and child-rearing philosophies are significant factors not accommodated by a uniform policy based upon age.

In today's world, children are exposed to adult life much earlier than in the past. They read materials and view a variety of media on the adult level at home and elsewhere. Current emphasis upon early childhood education has also increased opportunities for young people to learn and to have access to materials, and has decreased the validity of using chronological age as an index to the use of libraries. The period of time during which children are interested in reading materials specifically designed for them grows steadily shorter, and librarians must recognize and adjust to this change if they wish to serve young people effectively. Librarians have a responsibility to ensure that young people have access to a wide range of informational and recreational materials and services that reflect sufficient diversity to meet the young person's needs.

The American Library Association opposes libraries restricting access to library materials and services for minors and holds that it is the parent--and only the parents--who may restrict their children--and only their children--from access to library materials and services. Parents who would rather their chidren did not have access to certain materials should so advise their children. The library and its staff are responsible for providing equal access to library materials and services for all library users.

The word "age" was incorporated into Article 5 of the LIBRARY BILL OF RIGHTS because young people are entitled to the same access to libraries and to the materials in libraries as are adults. Materials selection should not be diluted on that account.

Adopted June 30, 1972; amended July 1, 1981, by the ALA Council.

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April 1984

DEALING WITH CONCERNS ABOUT LIBRARY RESOURCES

As with any public service, libraries received complaints and expressions of concern. One of the librarian's responsibilities is to handle these complaints in a respectful and fair manner. The complaints that librarians often worry about the most are those dealing with library resources or free access policies. The key to successfully handling these complaints is to be sure the library staff and the governing authorities are all knowledgeable about the complaint procedures and their implementation. As normal operating procedure each library should:

1. Maintain a materials selection policy. It should be in written form and approved by the appropriate governing authority. It should apply to all library materials equally.

2. Maintain a library services policy. This should cover registration policies, programming and services in the library that involve access issues.

3. Maintain a clearly defined method for handling complaints. The complaint must be filed in writing and the complainant must be properly identified before action is taken. A decision should be deferred until fully considered by appropriate administrative authority. The process should be followed, whether the complaint originates internally or externally.

4. Maintain in-service training. Conduct periodic in-service training to acquaint staff, administration, and the governing authority with the materials selection policy and library service policy and procedures for handling complaints.

5. Maintain lines of communication with civic, religious, educational, and political bodies of the community. Library board and staff participation in local civic organizations and presentations to these organizations should emphasize the library's selection process and intellectual freedom principles.

6. Maintain a vigorous public information program on behalf of intellectual freedom. Newspapers, radio and television should be informed of policies governing resource selection and use, and of any special activities pertaining to intellectual freedom.

7. Maintain familiarity with any local municipal and state legislation pertaining to intellectual freedom and First Amendment rights.

Following these practices will not preclude receiving complaints from pressure groups or individuals but should provide a base from which to operate when these concerns are expressed. When a complaint is made, follow one or more of the steps listed below:

a. Listen calmly and courteously to the complaint. Remember the person has a right to express a concern. Use of good communication skills helps many people understand the need for diversity in library collections and the use of library resources. In the event the person is not satisfied, advise the complainant of the library policy and procedures for handling library resource statements of concern. If a person does fill out a form about their concern, make sure a prompt written reply related to the concern is sent.

b. It is essential to notify the administration and/or the governing authority (library board, etc.) of the complaint and assure them that the library's procedures are being followed. Present full, written information giving the nature of the complaint and identifying the source.

c. When appropriate, seek the support of the local media. Freedom to read and freedom of the press go hand in hand.

d. When appropriate, inform local civic organizations of the facts and enlist their support. Meet negative pressure with positive pressure.

e. Assert the principles of the LIBRARY BILL OF RIGHTS as a professional responsibility. Laws governing obscenity subversive material and other questionable matter are subject to interpretation by courts. Library materials found to meet the standards set in the materials selection policy should not be removed from public access until after an adversary hearing resulting in a final judicial determination.

f. Contact the ALA Office for Intellectual Freedom and your state intellectual freedom committee to inform them of the complaint and to enlist their support and the assistance of other agencies.

The principles and procedures discussed above apply to all kinds of resource related complaints or attempts to censor and are supported by groups such as the National Education Association, the American Civil Liberties Union and the National Council of Teachers of English, as well as the American Library Association. While the practices provide positive means for preparing for and meeting pressure group complaints, they serve the more general purpose of supporting the LIBRARY BILL OF RIGHTS, particularly

Article 3 which states that: "Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment."

Office for Intellectual Freedom
American Library Association
50 East Huron Street
Chicago, Illinois 60611
(312) 944-6780

Revised by the ALA Intellectual Freedom Committee, January 12, 1983

(ISBN 8389-6487-7)

STATEMENT OF CONCERN ABOUT LIBRARY/MEDIA CENTER RESOURCES

This is where you identify who in your own structure, has authorized use of this form - Director, Board of Trustees, Board of Education, etc. - and to whom to return form.

Name____ Date ______________

Address____________________________________

City______________ State ______ Zip ______ Phone# ____________

1. Resource on which you are commenting:

_____Book _____Audiovisual Resource

_____Magazine _____Content of Library Program

_____Newspaper _____Other

Title____

Author/Producer____

2. What brought this title to your attention?

3. Please comment on the resources as a whole as well as being specific on those matters which concern you. (Use other side if needed.)
Comment:

Optional:

4. What resource(s) do you suggest to provide additional information on this topic?

Revised by the ALA Intellectual Freedom Committee, January 12, 1983

N.C. STATE LIBRARY

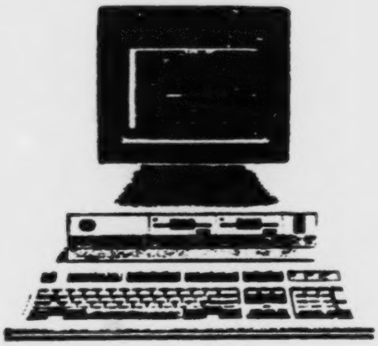
The N.C. State Library is the official agency of state government, which, by law, provides the state's library program, coordinates library planning for total library services and serves information needs of the state.

A. Public services include 150,000 titles on all subjects, especially North Carolina, subscriptions to approximately 700 periodicals and newspapers, and more than 70,000 microforms, all available to state government employees, and to other citizens through interlibrary loan. The library houses an important genealogical collection and is the official depository for all North Carolina state government publications. Telephone: 919/733-3270. Hours: Monday-Friday 8 a.m. - 5:30 p.m. all branches.

B. **The N.C. Information Network:** offers all the state's libraries electronic access to business and educational information through computerized union catalogs of books and periodicals and other information databases. The network provides interlibrary loan and other services promoting resource sharing.

ELECTRONIC MAIL NUMBERS

ADMINISTRATION	
Jane Williams	62957832
Howard McGinn	62944775
John Welch	62953514
Connie Hawthorne	62953518
LIBRARY DEVELOPMENT	
Marion Johnson	
Kitty Smith	62953578
Ashby Wilson	62953511
Diana Young/ Teresa Mowatt	62953515
INTERLIBRARY LOAN	
Sue Farr	62953517



C. **The In-WATS system:** answers subject and title requests and provides interlibrary loans for all types of libraries in the state via toll-free telephone lines. Hours: 24-hours-a-day answering service for libraries.

D. **Library Development:** provides a variety of services including consultation, programs and administration of state and federal funds. Telephone: 919/733-2570.

E. **Documents:** receives and circulates copies of documents published at state expense and some federal documents, including census material. Telephone: 919/733-3343.

F. **Genealogical Services:** offers published abstracts of county records such as wills, deeds, court minutes and marriages. Also offers compiled family histories. Telephone: 919/733-7222. Hours, Monday-Friday 8 a.m. - 5:30 p.m. Saturday 9 a.m. - 5 p.m. (Open Mondays.)

G. **Film Services:** offers a popular collection of 3,700 film titles free through local libraries. Offices at 1811 North Boulevard. Telephone: 919/733-4376. Hours: Monday - Friday 8 a.m. - 5 p.m.

H. **Regional Library for the Blind and Physically Handicapped:** provides books and magazines in braille, large print or "talking books" on tape or disc for anyone unable to read or hold a standard print book. These are available through the mail without postal or rental charge. Offices: 1811 North Boulevard. Toll-free telephone: 1-800-662-7726, or 919 733-4376. Hours: Monday-Friday, 8 a.m. - 5 p.m.

Library: NC State Library
Address: 109 East Jones Street
Raleigh, NC 27611
Phone: 919/733-2570
Contributors: John Welch and Audrey Piner

GRANTS

Individual

Continuing Education Grants for individuals to attend out-of-state conferences are funded through LSCA. Each library director has a copy of the guidelines and application form. Grants have been awarded to youth services librarians to attend ALA, SELA, National Association for the Preservation and Perpetuation of Storytelling Workshops and Festival, Puppeteers of America Workshop and Festival, Everychild Conference, as well as literature and management seminars, etc... To be eligible, one must have worked in a North Carolina Public Library for one year. Only one grant a year is awarded to the same individual. Grants request are reviewed and recommended by the LSCA Continuing Education Advisory Council.

Association

Continuing education grants for North Carolina Library Associations, including local associations are available. For guidelines and additional information contact John Welch, North Carolina State Library, 109 East Jones Street, Raleigh,NC 27611 or call 919/733-2570.

Library: Department of Cultural Resources, State Library
Address: 109 E. Jones Street
Raleigh, NC 27611
Phone: (919) 733-3683
Source: PROMOTING CHILDREN'S SERVICES, #9, SEPTEMBER 1982; Updated 1986
Contributor: Sue Farr, Head, Interlibrary Services Branch

INTERLIBRARY LOAN SERVICES TO CHILDREN AND YOUTH

Interlibrary lending in this state is governed by the North Carolina Interlibrary Loan Code, adopted in 1983 by the North Carolina Library Association (NCLA). A copy of the code is available on request from the State Library.

The code reminds each library of its responsibility to "provide the resources to meet the ordinary needs and interests of its primary clientele." However, if a patron needs an item that does not "conform to the library's collection development policy or for which there is no recurring demand," the library may turn to interlibrary loan to supply the need.

To help meet such needs, the Interlibrary Services Branch of the State Library functions as a lender and a switching center for other North Carolina libraries. Public, academic, and special libraries may contact the branch by a toll-free telephone line (the INWATS service) to request specific titles, to ask for materials on a particular subject, or to ask other reference questions. Libraries may also submit requests for specific works via the OCLC Interlibrary Loan Subsystem or by mail on standard American Library Association approved interlibrary loan forms.

If the branch cannot fill the request from the State Library's collections, it uses the North Carolina Online Union Catalog maintained on the OCLC computer system as well as the manual North Carolina Union Catalog on microfilm and cards to determine locations. If the item is owned in the state, the branch makes the initial referral for the requesting library for requests received by telephone or mail by sending an interlibrary loan form to the chosen lending library.

Is there access for children and youth to this type of service? The North Carolina Interlibrary Loan Code strongly encourages it by stating in its introduction, "Interlibrary loan service should be provided to all library clientele, including children and young adults." However, each library must make its own decision about providing such service.

As far as the State Library's interlibrary loan and reference service is concerned, the branch places no restrictions on the age of the patron. We will search for any item requested, although we may not be able to find locations for it. We do indeed fill many requests to science projects and term papers. Many of the reference questions we get may be in response to children's requests, but we have no way of knowing unless the requesting library tells us. (We encourage libraries to indicate the level of materials desired but do not require that the patron's age be stated.)

Although a library may ask us to search for any item, we are unable to provide North Carolina locations for most children's books. The OCLC database can be used as a location source; however, only a few of the largest public libraries in North Carolina are currently contributing to the system. It is unfair to expect them to supply all children's materials unless some type of cooperative agreement is established.

The other major source of locations, the manual North Carolina Union Catalog (NCUC), does not contain many children's works because the guidelines for it instruct libraries not to report children's books or light fiction. (The guidelines are available on request from the State Library.) Occasionally we find a title for children in the NCUC; that is the exception, however, rather than the rule.

How then does a library request children's books on interlibrary loan in North Carolina? If it contacts the Interlibrary Services Branch, we will search the request and supply what locations, if any, we find in OCLC or the NCUC. (The State Library does not have a collection of children's books.) If we find no locations, we suggest to the requesting library that it contact directly other libraries that are likely to own the title. This shotgun approach is frustrating indeed.

In summary, North Carolina children and youth do have access to interlibrary loan service if their local library extends it to them. The service is restricted in that location for children's books cannot be found easily at the present.

The outlook is promising, however, for finding children's works readily. As part of the rapidly developing North Carolina Information Network, plans are underway for tapeloading MARC records created by public libraries into the North Carolina Online Union Catalog on OCLC. This tapeloading process will continue over several years, making ready access to children's materials a reality in the future.

For further exploration...

Interlibrary Loan Codes, 1980; Interlibrary Lending Principles and Guidelines, 1978. ALA, 1981, paper $2.00.

Interlibrary Loan Policies Directory, 2d ed., by Leslie R. Morris and Patsy Brautigam. ALA, c1984, paper $27.50.

Interlibrary Loan Practices Handbook by Virginia Boucher. ALA, 1984, paper $20.00.

Interlibrary Services Manual by Joel Sigmon. Edited by Sue Farr. Interlibrary Services Branch, Division of State Library, 1983, free.

Library: Department of Cultural Resources
Address: Division of State Library
109 E. Jones Street
Raleigh, NC 27611
Phone: 919/733-4488
Source: PROMOTING CHILDREN'S SERVICES, #10, OCTOBER 1982
Contributor: Nancy Cowan, Processing Center Librarian

PROCESSING CENTER POLICIES AS THEY RELATE TO CHILDREN'S BOOKS

The North Carolina State Library Processing Center is a cooperative project which grew from requests made by public librarians for some relief in the time-consuming processes of securing and preparing books for circulation. Requests grew from recognition of the great duplication of essential processes which were costly in time, money, and effort that were being performed all over the state by librarians and library staffs. The Processing Center has been defined as a service which receives book orders from participating libraries, consolidates them, and then orders, classifies, catalogs, and processes books, prepares catalog and shelf-list cards, and then sends books, to libraries ready for use except for property stamp and copy number. It distributed its first processed books on May 27, 1960.

Any public library in North Carolina may become a member of the Processing Center by signing a contract and giving an estimate of the number of volumes it will order through the Center during the year. It must also accept the manner and style of centralized book processing, including cataloging and classification procedures and choice and quality of materials used as determined by the Center.

Because of the volume of books ordered, the Center is able to receive and pass on to its members larger discounts from book jobbers and publishers than the members would be able to receive individually. A fee of $2.25 per volume is charged for the processing and the members are mailed statements on the 20th of each month showing the amount due for the books purchased and the amount of the processing fee.

Some of the policies of the Center are as follows:

Classification - Dewey classification number from the latest unabridged edition are used. The numbers are shortened to three points beyond the decimal and the first initial of the author's last name is used below the classification number.

Author entry - The author's name is the latest AACR2 form or Library of Congress form now being used. Until recently, the Center used the form of the name as it appeared on the title page.

Translators, illustrators, editors, etc. - Added entry cards are not made for translators, joint authors or editors unless of importance and there is special reason for doing so. Added entry cards are made for illustrators of children's books.

Subject Headings - Library of Congress subject headings are used.

Fiction - No symbol is used for fiction on catalog cards, shelf card, pocket or book cards.

Short stories - A collection of short stories by different authors is classified as SC.

Reference - Reference volumes are marked with an "R" above the classification number.

North Carolina - Books about North Carolina have "NC" added above the classification number.

Biography - "B" is used for biographies of individuals; collective biographies on particular subjects, such as baseball, are classified with the subject; general collections of biographies are in 920.

Oversize - "Q" is placed on adult circulating nonfiction books over 28 cm. in height.

Foreign languages - In cataloging books that are written in a language other than English, the name of the language is used on the third line of the call number.

Juvenile - Picture books and materials for the age of 8 and under are designated by "E". A nonfiction book for the age level of 8 and under, where it has an index or a table of contents, will be given a Dewey classification number preceded by "J" rather than "E".

Reading levels from age 9 through age 11 are designated by a "J".

Books suitable for junior high level, age 12-14, are classified by a bar over the classification number, or by a bar only on fiction.

Juvenile books present a particular problem. Determining age level is often difficult. The Center uses Library of Congress cards, Booklist, School Library Journal, publishers' catalogs, and personal examination of the books to determine age level. Even with these aids there are many which are on the border of "E" and "J" or "J" and ____.

The Center orders prebound books from Bound-To-Stay-Bound and Associated Libraries. It orders paperbacks with special bindings from Econo-Clad and Libra-Bound. The bulk of the orders is sent to Baker & Taylor, but some books are ordered direct from the publishers if they are not available from Baker & Taylor. Orders are sent out every Friday and the initial shipments usually are received in 10 days from the jobber. Direct orders vary in the time it takes from the day they are mailed until the books are received.

The Processing Center has continued to evolve since its inception in 1960. With new technological advances it hopes to continue to serve the public libraries in North Carolina s that they may give their patrons the very best service at the lowest possible cost.

Library: NC State Library
Audiovisual Services Branch Library
Address: 1811 North Boulevard
Raleigh, NC 27635
Contributor: Angie Suhr

POLICY STATEMENT

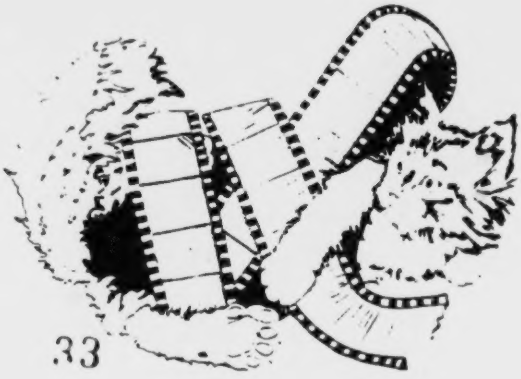
The North Carolina State Library Film Service was established in 1952. The purpose of the service is to provide the public libraries and citizens of the State 16mm films. Selections of films is based on building a balanced collection of enrichment films of interest to children, young adults and adults throughout the State.

The films are available only to residents of North Carolina for showing in the State. As the Division of the State Library is a publicly supported institution, films in the North Carolina State Library Film Service may not be shown where an admission fee is charged, nor may they be used commercially to attract trade. Films in the State Library Film Service may not be reproduced, sections removed or altered in any way. The films may not be televised without permission from the copyright owner. Television rights are held by the distributors or producers, and approval for use on television or for video taping must be obtained directly from these sources.

BORROWING FILMS

Who May Use the Service?

Residents of North Carolina may borrow film from the State Library through various types of libraries throughout the State which have contracted with the State Library for film service. The films and videocassettes are not booked directly to individuals. Public libraries, college and university libraries, state agencies and state institutions may sign the Film Service Agreement for their patrons. Public and Private schools must make requests for films through their public libraries. Copies of Film Service Agreement are available upon request from the Audiovisual Services Branch, Special Services Section, Division of the State Library, 1811 North Boulevard, Raleigh, NC 27635, Telephone number is (919) 733-4376.



TIPS

The following is recommended if the librarian plans to show films on a regular schedule - as in film programs for public libraries, nursing homes, youth groups, etc. - has specific titles in mind and specific dates for use but is indifferent to the sequence in which the films will be shown. Send to the Film Services Branch

1) A brief note indicating type of audience, age level and length of each showing (e.g. senior citizens group, children's story hours, etc.; ages 4-8; adults, etc.; 30 minutes per show date, 2 films per show date, etc.); a list of the dates on which you wish to show films; and any special instructions (e.g. "will accept substitutes of your choice suitable for the audience, etc.")

2) A list of desired film titles arranged in alphabetical order

3) Sufficient number of Film Services Branch Booking Forms to be used in booking films on the dates requested, completing the upper left hand box; borrower, address, telephone number, type of organization in the lower left; and green mailing label attached on each form with borrowing library's address. The unused extra forms will be returned to the borrowing library.

The Film Services Branch staff will build a program around the choices made on the list and will return the pink copy to the borrowing library as confirmation. The pink copies will indicate which films are booked for which dates.

BOOKING FILMS

The Audiovisual Services Branch will supply booking forms in pads or you may make your own copies. Insert a sheet of carbon paper (not supplied by Audiovisual Services Branch) for a copy for your own records. The booking form can accommodate as many as 15 separate requests. Only one copy of the booking form should be sent to Audiovisual Services Branch.

1. Date - Either the date the form was completed or the date it was sent to Audiovisual Services Branch.
2. Library ID - An eight-character letter code assigned to each borrowing library by the Audiovisual Services Branch.
3. Library Name - We ask for this as a check in case there is a problem with the Library ID.
4. Film ID - A seven-character code with a two-letter prefix followed by five numbers (e.g. AF00173). Each film title in the catalog has a number assigned to it.

5. Film Title - The title of the film as it appears in the catalog. Also indicate in this space if this title is a second or third choice.

6. Dates to Use - The dates(s) the film is intended to be shown (e.g., 4/15/85) or a time period of several days (e.g., any date in Sept.) any date wherein is acceptable to the borrower. If "First Available Date" is requested by the borrower, enter "FAD". MAXIMUM BORROWING PERIOD IS ONE WEEK.

7. Transaction Number - This is to be used for the convenience of the borrowing library; Audiovisual Services Branch does not require it. It is there to be used for reference by the borrowing library to the name, address, telephone number etc. of the borrower. The computer will accept any four-digit number (or less) but not letters.

NOTIFICATION OF BOOKING

Notification of films booked, debooked (cancelled) and not available will be sent out daily in the form of a computer printout. Information on this report may be transferred to your own records so that borrowers may be notified. Films not booked will have F.A.D. indicated.

RETURNING FILM

Before returning films, please check to see that the correct films are in the mailing case. The film ID number and title on the mailing case label should match those on the red and green leader at the beginning and end of each reel. When the film is ready to be mailed, reverse the mailing card so that name and address are showing. Borrowing libraries will need to affix postage as return postage is not paid by the State Library. Please return films no later than the day after they are shown. Many of our films are on a very tight booking schedule and any delay may cause problems for another borrower.

AUDIENCE REPORTS

We ask borrowers to complete an audience report each time a film is borrowed. An audience report form will be placed inside the film case each time a film is mailed out. (Extra forms are available upon request). The user should report the total number of showings, the total audience and indicate which of the user groups viewed the film. Audience reports may be returned with the film or mailed separately.

CANCELLING BOOKINGS

Notify the Audiovisual Services Branch of cancellation by telephone or in writing at least one week before the film is to be mailed out. This will help us on postage costs.

OVERDUE FILMS

When films are received late at the Audiovisual Services Branch, the next booking must often be cancelled causing great inconvenience to borrowers. We cannot overstress the importance of returning films as soon as possible. PLEASE RETURN LATE FILMS VIA "SPECIAL DELIVERY" and notify us by telephone (919-733-4376) if you are returning a film late. An overdue fine of $2.50 per film per day is charged.

FILM DAMAGE

Return damaged film unrepaired and without removing damaged footage. Report any damage to the film immediately to the Audiovisual Services Branch. We will determine the amount of damage and bill the borrowing library accordingly. Users will be charged for damages incurred beyond the normal wear of films and where negligence on the part of the user is apparent. Charges for damge consist of the cost of replacement footage and handling charges.

BORROWING VIDEOCASSETTES AND SLIDES

Booking and circulation procedures for VC, UC and SL are the same as those of 16mm films.

XII
I
II
III
IV
V
VI
IX
X
XI

II. YOUTH SERVICES DEPARTMENT GOALS AND OBJECTIVES

BEST COPY AVAILABLE

II. Youth services department goals and objectives

Demonstrates understanding of:	A	B	C	D
1. specific policies (i.e. unattended children).	x	x	x	x
2. long, medium, short ranges/goals plans for youth services.	x	x	x	x
3. own work plan and how it relates to library's general and specific goals.	x	x	x	x
Demonstrates knowledge of:				
4. other resources in the community which serve youth services personnel.	x	x	x	x
5. other resources in the community which serve youth.	x	x	x	x
6. state library resources and services for youth services personnel.				
7. statewide youth oriented resources and services available to public libraries.				x
8. involvement with review and formulation of library policy and procedures as they affect youth services.				x

A - a paraprofessional children's and/or young adult librarian supervised by the library director.
B - a paraprofessional children's and/or young adult librarian supervised by a professional children's and/or young adult librarian.
C - an MLS children's/young adult librarian.
D - an MLS children's and/or young adult or youth services coordinator.

Library: Cumberland County Public Library
Address: Administrative Office
300 Maiden Lane
Fayetteville, NC 28302
Phone: (919) 483-1580
Source: PROMOTING YOUTH SERVICES, #31, JULY 1984
Contributor: Gail Terwilliger

POLICIES AND PROCEDURES FOR CHILDREN'S SERVICES AT CUMBERLAND COUNTY

Each child, as an individual in the human community, has certain inalienable rights. He has the right to be accepted as the person he is, and to receive help in becoming the person he wishes to be. To this end, the Cumberland County Public Library Staff and the Children's Services Division serve the children of the county by fostering the enjoyment of reading and inquiry as the basis of our continuing relationship with them. Through a variety of print and non-print resources, programs, and an understanding and knowledgeable staff, children will gain access to the world they live in.

This information is designed to enable the Cumberland County Public Library staff to serve children (and the adults seeking information for and about children) in the most efficient manner possible to the ultimate benefit of the child.

In the Cumberland County Public Library System, the Coordinator of Children's Services is responsible for the development and implementation of children's services systemwide. Some children's staff come under the direct supervision of the coordinator, but most staff involved in children's programs work in the library branches and are directly supervised by their branch heads. Therefore, it is vitally important that effective communication and coordination occur between the Coordinator, the Head of Extension Services and the head librarians in the branches to ensure the highest quality children's services throughout the system.

PERSONNEL

1. Selection

   The Coordinator of Children's Services participates in the selection process of personnel who have responsibility for children's services anywhere in the system.

PERSONNEL CONTINUED:

2. Orientation

Within two months of the hiring of an employee involved in children' services, the Coordinator is responsible for training to include the following:

- a. Viewing and discussion of the films The Pleasure is Mutual, Stories in Motion and There is Something about a Story.
- b. A program demonstration by the Coordinator, preferably during an on-site program.
- c. Orientation to the Audiovisual Department.
- d. Orientation to the resources of the Main Library's Children's Department by the Children's Librarian.
- e. Orientation to the resources available from the Children's Coordinator.
- f. Review of the program notebook of ideas, previously done programs, etc., located in each branch.

3. Personnel Evaluation

The Coordinator meets with each staff member involved in Children's Services programming after the person has been conducting programs for three months. The Coordinator evaluates the employee's progress based on personal observation of at least three programs and input from the branch head who supervises this position. After the first year of programming, and annually thereafter, the Coordinator meets with staff members to continue assessing programs, establishing training methods, etc. At this time, based on at least four observations each year and input from branch heads, the Coordinator fills out the Evaluation Form for Personnel Working with Children. This evaluation becomes part of the staff member's permanent file. The staff member's direct supervisor is responsible for the annual evaluation that is part of the library's performance appraisal system. The direct supervisor should consult with the Coordinator before the completion of annual evaluations for staff involved in children's services.

4. Staff Development

Every effort will be made to provide training opportunities each year for all staff including but not limited to workshops, meeting, conferences, and visits to other libraries. The Coordinator will also provide several training sessions each year for staff involved in children's services.

5. Communication

The Coordinator will meet monthly with each individual involved in programming for children to review and make plans, discuss on-site observations, services, collection development, etc. The Coordinator will also attend monthly branch heads meetings. Each branch submits a Monthly Report for Children's Services form to the Coordinator. One person at each location should be responsible for ensuring that the form is completed and turned in. All children's programs are to be listed on the form, regardless of who actually does the program, tour or whatever.

PROGRAMMING

1. Planning

The Coordinator and branch personnel will consult before establishing new library-sponsored programs and one-time only programs. The following criteria will be used to determine whether a program should be established: program objective, staff and time available, materials available, demand for the program, scheduling, adequacy of facilities, and cost. The Coordinator and branch personnel will also consult when deciding if ongoing programs should continue or be discontinued. Criteria to be considered include the following: whether or not objectives have been met, cost effective, staffing, adequacy of facilities and collection, attendance pattern and alternate services.

2. In-Library Group Visits

The Coordinator and branch personnel will work together to establish guidelines for days and times best suited for in-library visits. Branch personnel assigned to conduct these visits are responsible for scheduling. To allow time for planning, visits are scheduled at least two weeks in advance. In order to ensure that available staff can provide adequate assistance to all, group size is limited to thirty-five. A post card is sent to the group/school one week before the visit as a reminder. Regularly scheduled visits by the same groups cannot be scheduled more often that every six weeks, October through April, and no class visits are conducted in the branches during August, September, May and June. The same groups cannot make regular visits to more than one library location. This is to ensure that the maximum number of different groups can be served systemwide.

3. Out of Library Programs

Requests from school or other groups for visits should be referred to the Children's Services personnel at the main library. Guidelines for visits are available in each location and from the Coordinator's office. Requests for teacher, parent or other adult workshop should be referred to the Coordinator, who conducts all such programs.

4. Publicity

To ensure proper publicity for all programs, the Community Relations Coordinator must be notified by the first day of the month prior to the month in which the events are scheduled. A copy of the notification should be sent to the Coordinator. Commercially produced bookmarks and posters for Children's Book Week, National Library Week, etc., are ordered through Community Relations. Contact the Coordinator of Children's Services for special booklists or brochures related to general services to children.

5. Staffing

a. Programming during a vacancy

Every effort will be made to continue the regular schedule of programs at a location during a vacancy. However, each situation must be assessed individually depending on the availability of the Children's Coordinator or other staff. It staff is unavailable, programs will be discontinued until the position is filled and the orientation and training program is under way.

b. Programming during absences (vacation and illness)

1. Library-sponsored programs, regular and one-time only programs. It is the responsibility of the programmer to be sure that the Children's Coordinator is notified of absences. If the Coordinator is available, she will do the program. If the Coordinator is not available and there is no one at the location able to show a film or read a story, branch staff should apologize to patrons as they arrive and help them find books, etc.

2. In-Library Group Visits

If there is no staff available at the branch who can do the program or tour, branch personnel try to reschedule the visit. If rescheduling is impossible, the Coordinator should be contacted. If the Coordinator is unavailable, branch personnel should greet the group when they arrive, explain what has happened, and help them find books find books and answer their questions. Only in exceptional circumstances will a library group visit be scheduled when the regular programmer is on vacation.

SUPPLIES

At the beginning of the fiscal year, the Children's Services Coordinator allocates departmental supplies funds to each location based on the estimated number and types of programs conducted and projected attendance. Each location orders supplies monthly by note or telephone call to the Children's Coordinator, who submits orders to the Administrative Office. The Coordinator maintains supplies and distributes them from her office. Petty Cash is not to be used for children's services supplies. Library funds are not be used for refreshments for programs. In addition to basic supplies, puzzles, educational toys, etc., are purchased from these funds. Book/record combinations are purchased from the book budget.

COLLECTION

1. Selection

Each year Children's Services receives a set percentage of the total book budget for the system. The Children's Coordinator then distributes the funds among all locations based on circulation and collection development needs as determined by the Coordinator in consultation with the Head of Extension Services and the branch heads.

Materials receiving two positive reviews or one positive review and a personal appraisal by the Coordinator will be considered for purchase. The general guidelines outlined in the library Selection/Weeding Policies apply to children's materials.

2. Weeding

The Children's Coordinator, in consultation with the Head of Extension Services and the branch librarians, is responsible for regular, systematic weeding of all children's collections in the system.

3. Gift Books

Gift books that are children's titles that branch heads want processed for their locations are sent to the Children's Coordinator. The Coordinator makes sure that they meet the criteria used in selection of new books and/or replacements before having them added to the collection.

4. Replacements

The following criteria are used to determine whether items lost or discarded should be replaced:

- -listing in standard bibliographical sources
- -use
- -availability
- -funding
- -overall collection development needs

FACILITIES

The Head of Extension Services and the branch heads consult with the Coordinator of Children's Services and on the arrangement of children's areas in new facilities, the rearrangement of existing facilities, and requests for furniture and equipment in children's areas.

UNATTENDED CHILDREN

Children left unattended for extended periods of time in the library often develop behavior problems that interfere with use of the library by other patrons. Any public place can be dangerous for a child who is stranded alone after closing hours. Children are welcome in the library but the library does not have the staff, resources or authority to supervise unattended children.

If a child is repeatedly left unattended, the staff will discuss the problem with the parent or guardian and will inform the Children's Coordinator that this has been done. If the problem persists, the staff will inform Social Services and/or the law enforcement social worker. The Coordinator is available to help locate the proper authorities in these situations, and she should be informed of whatever steps have been taken by the library staff immediately involved. Such action is necessary only in rare cases.

Library: Pub. Lib. of Charlotte & Mecklenburg County
Address: 310 N. Tryon St.
Charlotte, NC 28202
Phone: 704/374-2725
Source: Promoting Children's Services, #24, December 1983
Contributor: Pat Siegfried

SO YOU'RE GETTING A MICRO
(things to think about)

GOALS AND OBJECTIVES

Have you established goals and objectives for a children's microcomputer?

Have you put these goals and objectives into written form?

Do your goals and objectives conform to your library's mission statement?

Are your Administration and the library board aware of your goals and objectives for children's microcomputer use and do they support them?

Will the computer be public access only, or will it be used administratively, by staff? (see goals and objectives statement)

According to your goals and objectives, will you use educational games, simulations, drill and instruction, library skills programs, arcade-type games? You may want to consider noise level of arcade games and their need for joysticks (usually a high maintenance item.)

Are inhouse mailing lists, bibliographies, newsletters, etc., to be produced using the micro? If so, you may need word processing and personal filing systems. This may necessitate the purchase of a printer and additional disk drives. If children will use the word processing package, the program chosen will need to be particularly user friendly.

Look to the future. Will you want to be able now or in the future to access on-line data bases - for example, DIALOG and THE SOURCE? If so will these be for staff use only, or also for public use? Who will have access? Age limits? Will fees be charged? How will the expense of on-line access be absorbed?

STAFF INVOLVEMENT

Who will be in charge of the computer? Who will have ultimate, and immediate, responsibility for it?

Who will be responsible for making calls for servicing - for deciding when it does need to be serviced?

Who will be responsible for minor repairs?

Is your staff supportive for a children's computer?

What computer skills do your staff members have?

Who will provide staff computer training - especially training specific to the hardware and software you will own? Does money need to be budgeted for this?

Is there an area away from public access where staff can become comfortable with the computer before it becomes available to the public?

PURCHASING SOFTWARE AND HARDWARE

Who is going to purchase your micro? - a "Friends" group, a grant, a local business, or will it be part of the library budget?

What will be purchased? Hardware only? How much?

Will you need to include software, peripherals, printer paper, blank diskettes on your budget requests? As a continuing expense?

Software

Keeping in mind your goals and objectives, what software will best suit your needs?

Subscribe to several journals that review software; if possible, find a local dealer who will allow you to preview software.

Join a local micro user's group.

Talk with those responsible for purchasing software for the schools.

Read articles on selection and evaluation of microcomputer software (for example, Top of the News, Spring and Summer 1983 issues).

Provide magazines and books on several levels of expertise that deal with children and computers: besides giving general information, many have games and programs that can be run by you and by the children.

Remember to provide software for all the ages targeted in your goals and objectives statements.

Check to see which programs will allow you to make backup copies or will provide backups at reduced cost.

Clarify any copyright restrictions.

Learn from your dealer proper handling of disks to avoid damage or accidental erasure.

Hardware

Having first determined your software needs, find the hardware that is compatible: remember, software made to run on an Apple will not run on a TRS-80 since the BASIC used will be different.

You may want to consider the hardware used at local education institutions and technical institutes.

Buy hardware locally and from a reputable dealer.

Ask: what warranties apply? What service contracts are offered?

Can servicing be performed locally? Will service be disrupted, and for how long? Will a loaner be provided for times when long servicing periods are required? How effective are they at handling simple maintenance needs over the phone? Will they provide information over the phone to help you deal with program glitches, hangups, etc.? During what times are their phone lines open? Will they provide staff training? How much and at what cost?

Basic hardware needed: a CPU (terminal), a keyboard, a monitor (screen), and disk drive.

Additional hardware to consider: a color monitor is especially important in providing good graphics for children.

A printer is helpful, especially if you want to be able to copy children's programs or use the word processing capability. One or two disk drives may be necessary depending on your software needs and if you want to be able to copy disks.

What peripherals will you need now (joysticks, Koala Pad, modem, etc.)? Which later?

Will you be able to add capability to your computer at a later date if your needs change?

How much computer memory do you need now and can that be expanded using your current hardware?

PLACEMENT AND SECURITY

Where will the computer be located? Terminals are noisy so you may want to locate it away from staff work areas and study areas.

Static electricity causes problems - do you have, preferably, a non carpeted area?

Are there multiple electrical outlets with proper voltage in the area?

Food and drink - even water - can damage hardware and software.

Have you arranged for security for you hardware and software?

Specially make equipment, locking cabinets, or an arrangement to bolt the hardware to existing table will be needed.

Do you have a cabinet in which to store software that is not being used?

You may need a device to keep the keyboard protected when not in use.

ESTABLISHING RULES AND REGULATIONS

Have rules and guidelines for staff and the public been established?

You may want to post rules near the computer and see that each new user has a personal copy.

Are these rules and guidelines being applied consistently by the staff?

Who can have access? Will preschoolers have access? Will adults?

Will training sessions be required for all users?

Will users be required to pass a test or to attend a class on how to use the computer and how to handle software?

Who will do training sessions? - local resource people, staff, Ya'S, etc.?

Will programming skills be taught? By whom?

At what times will the computer be available to the public? When will staff be able to assist - and monitor - users?

At what times would computer use interfere with other programming?

Will you want to use sign-up sheets? If so, how far ahead of time will you take reservations or will it be a first come, first served situation? Will you accept phone-in reservations? Will the resulting increase in the number of phone calls interfere with your normal service?

How will you handle "no-shows"? How will you handle repeat "no-shows"?

Will you set specific time limits on per person use of the micro? Thirty minute sessions, etc.?

Will you allow more time (or set specific hours) for children working on original programming rather than just games?

Will you set maximum weekly limits per child to avoid "computer hogs"?

Will you set limits on how many children can be at the terminal at the same time - or in the area around the terminal?

Will computer users be allowed to bring in their own programs and blank diskettes? If so will you need a form disavowing library responsibility for damage to personally owned diskettes? Will personally owned disks be screened to determine whether their content is in line with library goals and objectives?

Will users be held responsible for damages to library owned disks? If not, will there be provisions made in your budget for replacements?

Which disks can you make backup copies of without breaking copyright laws?

Will library owned programs be circulated outside of the library?

EVALUATION

Evaluate as soon as possible to see if goals and objectives are being met.

Ask for input from parents, children and staff.

Make it an enjoyable addition to children's programming for all concerned.

Library: Cumberland County Public Library
Address: 300 Maiden Lane
Fayetteville, NC 28301
Phone: 919/483-1580
Source: Promoting Children's Services, #24, December 1983
Contributor: Karen Nix (now in the Fayetteville school system)

THE ABC'S OF MICRO MAGIC

Being knowledgeable about microcomputers and how they work is becoming almost as important as learning how to read and write! Citizens and students must learn computer skills in order to pursue and process information in the technological world of today and tomorrow. The public library is doing a little magic to keep up with you as you prepare for your future!

This special service was funded by Federal Library and Construction Act funds, Title 1, as administered by the Division of State Library, Department of Cultural Resources.

ABOUT

the computer table-you will find: 2 Apple II-E Microcomputers with-64 K memory
(one expanded memory).
80 column text card
1 Smith-Corona Letter Quality Printer
2 Amdek color monitors
4 Disk Drives
Software available from the AV Department

RULES

The micros are available to all registered patrons of the Cumberland County Public Library.
Users must fill out a microcomputer registration survey form.

The machines are scheduled in one hour segments. Reservations are taken at least one day but no more than one week in advance.

Patrons developing programs are responsible for the provision, maintenance and security of their own disks.

Scheduled patrons take precedence over walk-in patrons. Walk-in patrons may use the micros in one hour segments if not in use.

Persons under ten years of age must be accompanied by an adult.

The illegal copying of anything protected under the copyright law is prohibited.

If you are 15 minutes late for your appointment you probably have lost your time slot for the day.

COMPUTING

So, you're all set to start computing. Don't be nervous - relax - take a deep breath. Select one of the programs available. Open the drive door and insert the diskette with the label facing up and nearest you. Close the door. (tough isn't it!) Ask the staff person on duty to turn on the power for you. Hey! We're having fun now! The drives will buzz and spin and whirl for awhile and then they will stop. The red "in use" button will light on the drive while this is happening. When the commotion ceases the title of your program should appear on the screen. Follow the instructions and press "return" to enter your answers.

HELP

Look into some of your microcomputer magazines and pick up more helpful hints.

Byte
Creative Computing
Apple Softalk
Personal Computing
Softside
Access: Micros in Libraries
Small Computers in Libraries

BOOTING UP

Each of the library's Apple microcomputers has two disk drives. They are the rectangular devices located directly above the keyboard. Never remove a diskette from the disk drive when the red "in use" light is on. The disk drives "read" the information on the diskettes. This data is then transferred to the main part of the machine - the central processing unit - located in the box to which the keyboard is attached. A diskette or floppy disk as it is sometimes called is the plastic and paper thing on which this information is magnetically store. They are pretty fragile items so care must be taken so as to not damage them. Coke, fingerprints, dust and magnets will also ruin a floppy disk. One also needs to be extra careful when inserting and removing diskettes from the drives. With the information transferred from the disks to the central processing unit it is said to be "in memory." Turning the power off erases memory. You can learn more about memory, RAM, ROM, CPU and other computer terms and functions by reading the Apple II-E manual or any of the microcomputer oriented books and magazines available from the library.

Check the COM catalog for any interesting books on micros. Some subject headings which might be helpful include Microcomputers,Programming and Data Base Management. If you do not find what you are looking for - ask for assistance.

DONE

When finished, carefully remove the floppy disk from the drive and place it back in its protective jacket. Return the programs and any manuals to the AV department and have an AV staff person turn off the machine. If you encounter any problems ask someone in the AV department for assistance. On Saturdays ask at the Circulation desk.

SOFTWARE

Know your Apple - All ages - teaches one about the basics of microcomputing
Visicalc II-E the "spreadsheet" program
Apple-writer II-E - the word processing program

Quickfile II-E - the data base management program
Master Type - A typing tutorial
Home Accountant - Home budgeting program
Apple Presents - Introduction to the Apple II-E

KIDS

Ernie's Game Quizzes - Ages 4-7 teaches basic reading, writing and math skills the Sesame Street way
Face Maker - ages 4-12 - allows one creativity in designing pictures and programs
Story Machine - ages 5-9 - teaches sentence, paragraph and story construction as well as the basics of word processing
Sticky Bear Numbers - ages 3-6 - teaches numbers and counting
Sticky Bear ABCs - ages 3-6 - alphabet tutor
Mother Goose Rhymes - ages 4-7 - helps children learn about vowels
Snooper Trooper - ages 10-adults - an exciting educational game

Library: Edgecombe County Memorial Library
Address: 909 Main Street
Tarboro, NC 27886
Phone: 919/823-1141
Source: PROMOTING CHILDREN'S SERVICES, #24, DECEMBER 1983
Contributor: Linda Hadden (now at Duplin County)

COMPUTER USE POLICY - EFFECTIVE JUNE 1, 1983

1. Apple II computer will be available for public use during the library's operating hours. (The library reserves the right to appropriate any amount of time for staff use.)

2. A sign-up sheet will be provided and users will be allowed one (1) thirty minute time slot per day. Exceptions will be made at the discretion of the library staff. Telephone reservations will be accepted one day in advance.

3. Access to the computer will be restricted to those individuals who have read the instructions for "Diskette Care and Handling" and "Turning on the Apple II" and/or who can demonstrate to a member of the library staff that they are capable of RESPONSIBLY operating the Apple II without the supervision and assistance of a library staff member. When this requirement is met, a Computer User Certification Sticker will be issued to the individual, who must then present this sticker to a library staff member before being allowed access to the computer.

4. Only those individuals who can read and understand the instructions FOR THEMSELVES and can demonstrate the capability of operating the computer without assistance will be issued user stickers. Small children must be accompanied by a parent or another responsible person who has a user sticker. Library staff members will NOT accept responsibility for small children at the computer.

5. Programming will be permitted only if the user provides his/her own diskette. The library's diskettes are not to be used for personal programming.

6. Diskettes must be checked out from and returned to the circulation desk.

7. Use of the printer will be contingent upon the user consulting the Silentype User Manual. Printing requiring more than two feet (24 inches) of paper will result in a user fee of 10 cents per foot.

8. Loudness, abuse of the computer and its software, and excessive numbers of people crowding around the computer will not be permitted. No more than 3 individuals will be allowed at the computer at any one time. The library staff reserves the right to terminate any user's rights of access, either temporarily or permanently, if these restrictions are not followed.

DISKETTE CARE AND HANDLING

To get the best performance from diskettes and to provide the best protection to the information on them, we recommend that you learn, remember and always follow these guidelines.

1. Whenever handling the diskettes DON'T ever touch the diskette recording surface. Handle the diskettes only on the label area.

2. After you finish using a diskette, DO put it back in its protective envelope immediately.

3. DON'T ever fold, bend or crease a diskette. Handle a diskette carefully so it will always be in good shape.

4. DO gently load the diskette into the disk drive unit.

TURNING ON THE APPLE II

1. Place a diskette CAREFULLY into the disk drive and close the disk drive door CAREFULLY.

2. Turn on the Apple and the monitor (TV) by pushing the ON/OFF switch panel. The words APPLE II will appear at the top of the monitor screen. They will disappear and be replaced by a greeting message. You will see a cursor flashing when it is time for you to begin.

3. To see what programs are on the diskette, type CATALOG. When you see the list of programs on the monitor, pick the one you want and type RUN and the program name exactly as it is shown on the monitor. Then press the RETURN key and follow the instructions which will appear on the screen.

4. When you are finished using the Apple II, TURN OFF THE POWER AT THE ON/OFF SWITCH, remove the diskette from the disk drive, replace the diskette in the proper protective envelop and return it to the desk.

5. User instruction manuals are available on the table by the computer for additional information on the Apple II computer and its program.

Library: New Hanover County Public Library
201 Chestnut St.
Wilmington, NC 28401
Phone: 919/763-3303
Source: PROMOTING CHILDREN'S SERVICES, #24, DECEMBER 1983
Contributor: Myrna Henderson

POLICIES

SO YOU WANT TO USE THE APPLE II COMPUTER??????? HERES' HOW......

1) If you are 8, 9, 10, 11 or 12 years old, you may use the computer alone. If you are 7 years old or younger, you may use the computer with an adult. If you are 13 years old or older, you may use the computer in the ACE Department, (Adult Continuing Education), past the Children's Room to the right.

2) You may reserve time (or "book" time) on the computer today or one day in advance. To do this, you may ask the person at the desk what times are available on the day you wish to use the computer (today or tomorrow). You may also call 727-2214 during library hours. REMEMBER TO TELL US YOUR AGE. You may book the computer for 1/2 hour if you are 7 years old or younger. You may book the computer for 1/2 hour or 1 hour if you are 8-12 years old. You may book the computer once each day the library is open.

3) When it is your time to use the computer, please go to the librarian at the desk and tell her your name, saying that you booked the computer for that time. It will help if you have checked the list of programs and activities and are able to tell her which program you would like to use. She will give you the correct manila envelope, with the disk enclosed, and you then take it to the computer and insert it in the disk drive. Then turn on the computer and the monitor.

REMEMBER, all persons, 8 through 12 years old, using our computer for the first time, MUST use the INTRODUCTION TO THE APPLE KEYBOARD first, even if you have completed a computer users course at school. NO EXCEPTIONS!!!

If you are late, we may invite another child to use the computer until you arrive. However, when you arrive, no matter how late, you still need to go to the librarian at the desk so she'll know you are ready to use the computer.

PLEASE LET THE LIBRARIAN TELL THE PERSON USING THE COMPUTER BEFORE YOU THAT THEY MUST STOP USING IT. THANK YOU!!!

4) THREE persons may sit (or stand) around the computer at a time. Please remember to keep your voices low so that other library patrons will not be disturbed.

FAILURE TO USE THE COMPUTER QUIETLY WILL RESULT IN YOUR LOSING YOUR TURN ON THE COMPUTER FOR THE REST OF THE DAY!!!

5) Diskettes may NOT leave the Children's Room. They may only be copied with the permission of the Children's Room Staff.

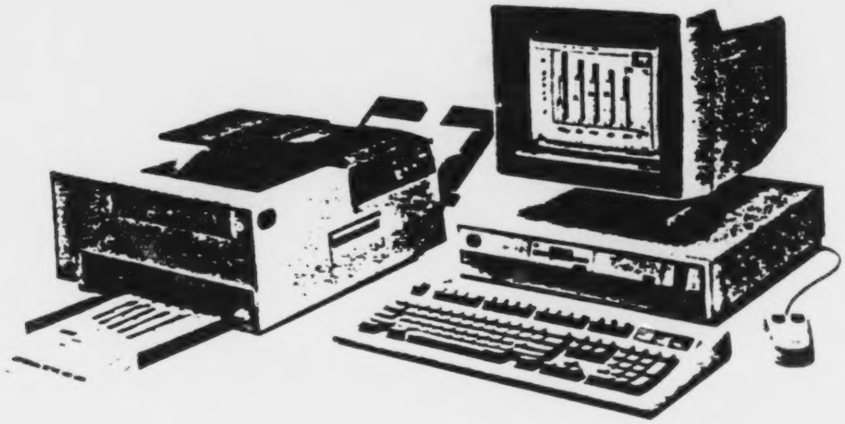
6) You may use only diskettes belonging to the Children's Room, unless you are programming. Then, be sure to tell the librarian. Diskettes belonging to the Children's Room must be returned to the desk before you use your own.

7) When you leave the computer, it is your responsibility to:

1 - turn off the computer and the monitor;
2 - return the diskette to the desk;
3 - book time for your next visit.

Please remember to return the diskette to the librarian, and not the next patron to use on the computer.

8) If you have any questions, always ask the librarian. We're here to help you!!! HAVE FUN!!!



Library: Durham County Library
Address: P. O. Box 3809
Durham, NC 27702
Phone: 919/683-2626
Source: "WHAT ARE YOUR NEEDS? SURVEY
Contributor: William Gattis

LIST OF RULES FOR THE COMPUTER!!!

1. Do not ever touch the shiny parts on the disks.
2. Do not force the disks into disk drives.
3. Do not use magnets around the computer things.
4. Handle the disks with care.
5. If you have a problem come to the desk and ask the librarian.
6. Limit two (2) disks at a time.
7. 30 minute time limit with a 10 minute warning.
8. One (1) person may check out at a time
9. No more than 2 persons at a computer
10. You must leave your card at the desk. You may pick it up after you are done.

NITY NEWS
nnounces
ayground

Library: Forsyth County Public Library
Address: 660 W. Fifth St.
Winston-Salem, NC 27101
Phone: 919/727-2556
Source: "WHAT ARE YOUR NEEDS? SURVEY
Contributor: Cal Shepard

COMPUTERS AT THE LIBRARY

WHAT WE HAVE

Two Apple IIe microcomputers with 64K memory, 80-column text cards, ProDOS and DOS 3.3 systems, Applesoft and Integer Basic languages

One disk drive per computer
One color monitor, one green screen
One Epson RX-80 printer with paper
A variety of programs

IT'S FOR YOU

The computers are here for anyone to use, free during library hours.

Children age 7 or younger must have an adult at the computer with them.

CHOOSE YOUR TIME...

You may reserve a computer up to two hours a day. You may reserve time up to one day in advance. (For example, you can call on Wednesday and book time for Wednesday or Thursday.) Since the library is closed on Sunday, you can make reservations for Monday if you call on Saturday.

Please tell us if you particularly want the computer with the color monitor or the one with the printer.

Make reservations in person or by phone (969-9545).

...OR TAKE YOUR CHANCES

Anyone may use a computer when it is not reserved. If a person with a reservation is late, someone else may use the computer until he or she arrives. You must register with a staff member before you begin.

No one may use the computers more than four hours in one day.

USE OUR DISKS

Ask a staff member for the program you want to use. You may reserve it when you reserve the computer, if you like. Return it to the staff member when you are finished. Please do not leave it for the next computer user.

Disks may not be taken from the library.

If you want to copy one of our programs, please ask permission. Some programs are damaged if you try to copy them.

You may save your programs on our system masters, but they might be erased. Save at your own risk.

USE YOUR DISKS

Any program disks you bring must be approved by a library staff member. No arcade-style games are allowed.

If you are developing programs, you will want your own blank disks. Our disk drives can read single-sided, single- or double-density, soft-sector, 5 1/4" diskettes.

BE POLITE

Three people at a time may sit or stand at each computer. Please keep your voices low so you won't disturb other library patrons.

Please let the library staff notify computer users when their time is up.

WHAT? WHEN? WHERE? WHO? HOW?

WE HAVE 1 APPLE II+ COMPUTER WITH ONE DISK DRIVE. ONE COLOR MONITOR. ONE PRINTER.

THE COMPUTER IS FREE FOR ANYONE TO USE.

CHILDREN UNDER AGE EIGHT MUST HAVE AN ADULT WITH THEM.

YOU MAY RESERVE THE COMPUTER UP TO TWO HOURS A DAY.

TO RESERVE THE COMPUTER YOU MAY CALL IN A DAY IN ADVANCE 727-2948 OR WHILE IN THE LIBRARY.

A PERSON MAY NOT USE THE COMPUTER MORE THAN FOUR HOURS PER DAY.

WALK-IN SIGN-UPS ARE ACCEPTED WHEN THE COMPUTER IS NOT RESERVED.

PLEASE REGISTER WITH THE STAFF BEFORE YOU BEGIN USING THE COMPUTER.

CALL IS YOU WILL BE LATE FOR YOUR RESERVED TIME. AFTER 10 MINUTES YOU CAN LOOSE YOUR TIME TO OTHER USERS.

ASK STAFF MEMBERS FOR THE LIST OF SOFTWARE PROGRAMS WE HAVE. PLEASE TAKE ONLY ONE PROGRAM AT A TIME TO THE COMPUTER.

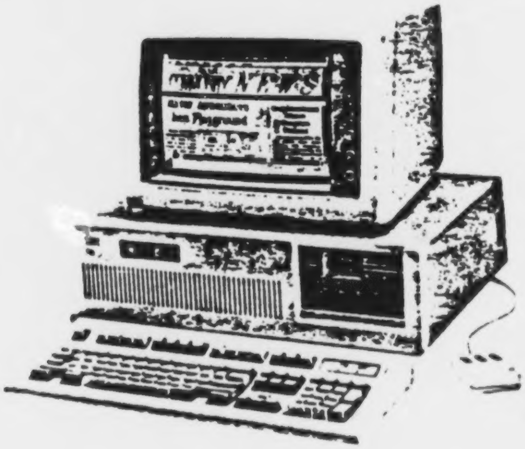
WHEN FINISHED WITH THE COMPUTER PLEASE RETURN THE SOFTWARE TO THE STAFF.

PLEASE DO NOT TRY TO COPY ANY PROGRAMS. YOU COULD DAMAGE YOUR PROGRAMS OR OURS.

YOU MAY USE YOUR OWN SOFTWARE WITH THE APPROVAL BY THE STAFF.

PLEASE NO MORE THAN THREE AT THE COMPUTER AT ONE TIME.

REMEMBER THERE ARE OTHERS USING THE LIBRARY AND TO RESPECT THEIR NEED FOR QUIET.



II. 1-22

SO YOU WANT TO USE THE APPLE II COMPUTER????? HERE'S HOW........

1) 1 to 7-year-olds may use the computer for one-half hour. They must be accompanied by an adult.

   8 to 13-year olds may use the computer alone for one hour.

   If you are 14 years old or older, you may use the computer in the ACE departments (Adult Continuing Education), past the Children's Room to the right.

2) You may reserve time (or "book" time) on the computer today or one day in advance. To do this, ask the person at the desk what times are available on the day you wish to use the computer (today or tomorrow). You may also call 727-2214 during library hours. REMEMBER TO TELL US YOUR AGE.

3) When it is your time to use the computer, please go to the librarian at the desk and tell her your name, saying that you booked the computer for that time. It will help if you are able to tell her which program you would like to use. She will give you the correct manila envelope, with the disk enclosed, and you then take it to the computer and insert it in the disk drive. Then turn on the computer and the monitor.

   REMEMBER, all persons 8 through 12 years old are using our computer for the first time MUST use the INTRODUCTION TO THE APPLE KEYBOARD first, even if you have complete a computer course at school. NO EXCEPTIONS!!!!!

   If you arrive late, we may invite another child to use the computer until you arrive. However, when you arrive, no matter how late, you still need to go to the librarian at the desk so she will know you are ready to use the computer.

   PLEASE LET THE LIBRARIAN TELL THE PERSON USING THE COMPUTER BEFORE YOU THAT THEY MUST STOP USING IT!!!! THANK YOU!!!

4) THREE persons may sit or stand around the computer at a time. Please remember to keep your voices low so that other library patrons will not be disturbed.

   FAILURE TO USE THE COMPUTER QUIETLY WILL RESULT TO YOUR LOSING YOUR TURN ON THE COMPUTER FOR THE REST OF THE DAY!!!

5) Diskettes may NOT leave the Children's Room. They may only be copied with the permission of the Children's Room staff.

6) You may use only diskettes belonging to the Children's Room.

7) When you leave the computer, it is your responsibility to:
   1) turn off the computer and the monitor; 2) return the diskette to the desk; 3) book time for your next visit. Please remember to return the diskette to the librarian, and not the next patron to use the computer.

8) If you have any questions, always ask the librarian. We're here to help you!!

Library: New Hanover County Public Library
Address: 201 Chestnut Street
Wilmington, NC 28401
Phone: 919/763-3303
Source: "WHAT ARE YOUR NEEDS? SURVEY
Contributor: Rececca Taylor

CHILDREN'S MICROCOMPUTER PROCEDURE

1. All computer users must present a valid New Hanover County Library card to the librarian on duty, who will hold the card until the appointment is over. A parent's card may be used if the child does not have the card.

2. Preschool children must be accompanied by a responsible sibling or adult.

3. Only the child and/or accompanying adult signed up for the appointment may operate the keyboard during the time. Others may watch, with the permission of the appointment holder, but may not interfere with the activity.

4. Advance appointments to use the computer for one hour may be made in person or by telephone up to one week in advance. Call 763-3303--Children's Department.

5. Walk-in appointments are scheduled on a daily basis as time is available. Walk-in appointments last 30 minutes.

6. Appointments will begin at 9 AM Monday-Saturday and 2 PM Sunday. Computer use sessions will not begin after 8 PM Monday-Friday, 4:30 PM Saturday and Sunday.

7. Users will be allowed two hours of computer time per week, in any combination of hour and half-hour appointments.

8. The library's role is one of guidance in computer literacy rather the programming instruction. A number of educational programs are available in the Children's Department. Program discs brought in by users must be approved by the librarian; no arcade-style games will be allowed.

9. A library staff member will load and unload the discs and provide assistance when necessary. Users are limited to three discs per half-hour appointment.

10. The user will not make any adjustment to the computer but will report any trouble to the librarian.

11. All computer users must adhere to the policies and rules established by the library.

Library: Northwestern Regional Library
Address: 111 N. Front Street
Elkin, Nc 28621
Phone: (919) 835-4894
Source: "WHAT ARE YOUR NEEDS? SURVEY
Contributor: Sharon Heneager

COMPUTER USE POLICY
ALLEGHANY COUNTY PUBLIC LIBRARY

All users of the public access computer at the Alleghany County Library shall follow these rules:

1. The computer is for any one to use free of charge, during library hours. Children under 8 must have an adult with them at the computer.

2. Reserving Computer time:
   a. Computer may be reserved for 1/2 hour segments up to 2 hours per day per person.
   b. Computer time may be reserved one day in advance. Reserve time for Monday shall be scheduled on Friday or Saturday.
   c. If the computer is not reserved, walk-in sign ups will be accepted; however, users with appointment will take precedence over walk-ins.
   d. Please notify the Library if you will be late, otherwise ten minutes after your scheduled time your place will be given to a walk-in.

3. Computer care:
   a. New users must have a short orientation to the hardware or demonstrate to the library staff that they can use the computer correctly.
   b. Check in at the circulation desk before you take your turn on the computer and remember to check out, returning software, when you are finished.
   c. Using a piece of software means that you accept responsibility for the item while it is in your care. NEVER REMOVE THE DISK FROM THE DISK DRIVE WHEN THE RED LIGHT ON THE DISK DRIVE IS ON.
   d. Library owned software may not be taken from the library.
   e. Patron must supply their own blank disks.
   f. No arcade-type games are allowed at any time.
   g. Only patrons using the computer should be in the computer area.

4. YOUR COMPLIANCE WITH COMPUTER USE RULES IS REQUIRED IN ORDER TO INSURE THE CONTINUATION OF COMPUTER PRIVILEGES.

I have read the above rules and
agree to follow them,

Library: Forsyth County Public Library
Address: Thruway Branch Library
Thruway Shopping Center
Lower Mall
Winston-Salem, NC 27103
Phone: (919) 727-2337
Source: "WHAT ARE YOUR NEEDS? SURVEY
Contributor: Nancy Belchee

CHILDREN AND THE COMPUTER
THE COMPUTER IS HERE!!!
THRUWAY BRANCH LIBRARY

The APPLE II COMPUTER is here. Here's how to use it!

1) Sign up for one hour at the computer.
One to seven-year-olds must be accompanied by an adult.
Eight and older may use the computer alone.

2) You may reserve time (or "book" time) on the computer today or one day in advance. To do this, ask the person at the desk what times are available on the day you wish to use the computer (today or tomorrow). You may also telephone 727-2337 during library hours.

Thruway's hours: 9 - 9 Monday through Thursday
9 - 6 Friday
9 - 5 Saturday

REMEMBER TO TELL US YOUR AGE!

3) When it is your time to use the computer, please go to the librarian at the desk and tell her your name, saying that you booked the computer for that time. It will help if you are able to tell the librarian which program you would like to use. The library staff person on duty at the desk will give you the correct envelope with the disc enclosed, and you then take it to the computer and insert it in the disk drive. Then turn on the computer and the monitor.

REMEMBER, all persons eight through twelve years old who are using the computer for the first time MUST use the INTRODUCTION TO THE APPLE KEYBOARD first, even if you have complete com computer course at school. NO EXCEPTIONS!

If you arrive late, we may invite someone else to use the computer until you arrive. However, when you arrive, no matter how late, you still need to go to the librarian at the desk so she will know you are ready to use the computer.

PLEASE LET THE LIBRARIAN TELL THE PERSON USING THE COMPUTER BEFORE YOU THAT THEY MUST STOP USING!!! THANK YOU!!!

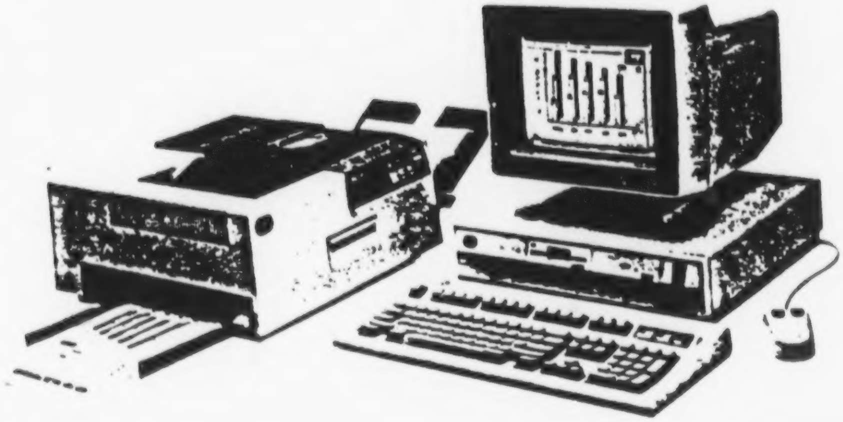
4) THREE persons may sit or stand around the computer at a time. Please remember to keep your voices low so that other library patrons will not be disturbed.

5) When you leave the computer, it is your responsibility to:

   a. turn off the computer and the monitor
   b. return the diskette to the desk
   c. book time for your next visit

Please remember to return the diskette to the librarian, and not the next patron to use the computer.

6) If you have any questions, always ask the librarian. We're here to help!



Library: Florida Public Library Services
Florida Library Association
Winter Park, Florida
Contributor: Alphonse F. Trezza
Source: PROMOTING YOUTH SERVICES, #44, AUGUST 1985

OBJECTIVE OF CHILDREN'S SERVICES
(Adapted from PLA Standards for Children's Services, 1964)

1. To make a wide and varied collection of books and audio-visual materials available to children and to adults working with children.

2. To give professional guidance to children in their choice of books and materials.

3. To share, extend and cultivate the enjoyment of reading as a voluntary, individual pursuit.

4. To encourage lifelong education through the use of public library resources.

5. To help the child develop to the fullest of his personal ability and his social understanding.

6. To serve as a social force in the community together with other agencies concerned with the child's welfare and education.

Public library services to children begin at birth and extend through approximately the twelfth year of age. To attain the objective of service we must meet the following standards:

PERSONNEL:

A library system should have a least one professional staff member whose entire responsibility is guiding and coordinating service to children including:

(a) materials selection and the formulation of a written children's materials selection policy

(b) in-service training for children's staff

(c) promotion of professional standards, methods and enthusiasms for children's work.

The children's specialist should assist the library director in formulating library policy and making decisions affecting children's services. Each outlet of the library should have a children's staff sufficient to provide efficient and consistent service in the children's area during its hours of service. The children's staff should have sufficient time and training for:

(a) materials selection, reading guidance, stock maintenance, report writing;

(b) preparation for story hours and other programs;

(c) contacts with other community agencies;

(d) assembling displays, brochures, publicity for children's services and activities;

(e) giving consultation to those persons in the community concerned with children and children's literature;

(f) maintaining currency with professional literature and participating in professional conferences and meetings.

MATERIALS:

All outlets of the library should contain a representative collection of books and materials specifically geared to the diversified interests and needs and reading levels of children. To this end:

(a) Materials should be selected according to a written selection policy adopted by the library which considers the plurality of our society and the diversity of people living within the community.

(b) Materials should be provided for the preschool and school age child. These materials should support the curriculum of the educational systems of the community.

(c) Materials should be provided for adults working with children. Indexes, bibliographies and critical reviews of children's literature should be provided.

(d) Evaluations should be constant so that the collection remains current by the inclusion of new and the discarding of dated and worn materials.

(e) Media should be organized in a way that allows easy access to the resources of the library and recognizes the particular needs and capabilities of children.

(f) Children as well as adults should have access to the majority of media materials in the total collection to fulfill their information and aesthetic needs.

FACILITIES:

The areas of public libraries set aside for the use of children and young people should serve as a symbol of library service, inviting children to enter, read, listen and browse.

(a) All libraries should have separately allocated space for children, easily accessible to service points, the adult area and restrooms.

(b) Space should be provided in each agency for efficiently serving the many-faceted activities of children's services. This would include enclosed office space, ample storage, a well equipped work area and a meeting room for children's programs.

(c) Furniture and equipment should be designed and located to meet the needs of children. This would include an appropriate children's catalog, shelves and tables and chairs of a suitable height and size, housing for vertical files, audiovisual materials, atlases, magazines, paperback books, exhibits, displays and efficient communications with other areas of the building.

SERVICES:

The ultimate aim of all children's library work is service to the child. The children's staff works directly with the child, helps them locate books and materials and aids them in their use. The children's staff should:

(a) identify the specific information and recreation needs of children and select materials necessary to meet those needs.

(b) assure access without arbitrary limitation to all the media and services of the library for all children.

(c) assure full library service to every child within his local environment. These services should consist of:
  (1) Provision of media for personal use selected by the user with appropriate staff assistance available.
  (2) Provision of reference materials with appropriate staff available.
  (3) Provision of programs and activities for the public and for organized agencies.
  (4) Provision of all other library services available to the general public.
  (5) Work with other agencies and individuals concerned with children, planning with them for the total needs of the child and interpreting the role of the library in a way that will lead to the fullest utilization of its services.

Library: Virginia State Library
Address: P.O. Box 2928
First Street Station
Radford, Virginia 24143-2928
Phone: 703/731-1175
Contributor: Laura Cram, Area I Consultant/Children's YA Specialist
Source: PROMOTING YOUTH SERVICES #28, APRIL 1984

YOUNG ADULT SERVICES IN VIRGINIA

(Young Adult Librarians might want to compare these guidelines to YASD's publication Direction for Library Service to Young Adults, [ALA, 1978] $4.00.)

YOUNG ADULT SERVICES GUIDELINES FOR VIRGINIA

Librarians working with young adults in Virginia have received strong support recently with the addition of Young Adult Services Guidelines to the Recommended Minimum Standards for Virginia Public Libraries. The guidelines were written by a Subcommittee of the Virginia Library Association's Library Development Committee. Chaired by John Stewart (Virginia Beach), other members included Theresa Bigelow (Hampton), Pat Farr (Central Rappahannock Regional), Eileen McMurrer and Eleanor Pourron (Arlington), Jan Venzke (Williamsburg) and Laura Cram, ex-officio (Virginia State Library Children's and Young Adult Consultant).

A need for Young Adult Guidelines was perceived following a 1980 statewide survey to determine existing service levels. The committee concentrated on the philosophy behind serving young adults, in the hopes of bringing much needed attention to a group of patrons whose needs are sometimes unique and frequently ignored in libraries. The area of most concern was in providing for trained staff whose primary function is to interact with young adults. Other areas of priority were placed on a materials collection and ways in which that collection can be presented to be uniquely for young adults, and on providing sufficient funding to maintain adequate service.

The final draft as amended by Virginia State Library Board members Dr. Inez Ramsey and Dr. Alyce Klussman was passed by the Virginia Library Association and the State Library Board in 1983 before inclusion in the Recommended Standards.

RATIONALE FOR YOUNG ADULT SERVICES IN THE PUBLIC LIBRARY

Young adults need specialized library services. They experience the physical changes associated with adolescence while they are engaged in the development of new and different relationships with their peers, parents and other adults. Young adults are also struggling to develop a sense of self identity and are examining alternative vocational possibilities. The degree of growth is comparable to that experienced by the preschool child. Just as services of the public library can be critical to the fullest growth of the preschool child, so can these services be essential to young adults.

Young adults have become too old to consider themselves children, yet their development has not continued to a point where they can be considered adult library users. It is ironic that at a time when young adults need supportive, nonjudgmental guidance from librarians, the library often expects them to become independent users of its resources. The abrupt change can be bewildering. Young adults need help discovering the authors who have written in an appealing and meaningful way about the changes they are experiencing. Without guidance to help them on the way to independence, they can become lost in an adult collection and are more likely to turn from reading at a time when it can be crucial in their lives.

All public libraries must strive to meet the emotional and other developmental needs of this age group. This service can best be organized around a personalized concern for their reading needs and a collection of books and audio-visual materials carefully selected and organized to serve as a bridge from the children's collection to the larger world of ideas and emotions represented in the adult collection.

STAFFING FOR YOUNG ADULT SERVICES

Service to young adults involves more than setting aside a few books and labeling them "young adult". Interaction between young adults and the librarian is critical. Young adult librarianship is personnel intensive, and the young adult specialist is the most important component of that service.

Staffing Levels

1. Each library system should have at least one professional librarian with training in young adult services whose sole responsibility is the coordination and implementation of a full range of young adult services.

2. Smaller public libraries and branch libraries should have a staff member whose duties include responsibility for young adult services. The commitment of time to young adult services in these libraries should be proportional to the number of young adults in the library service area.

Staff Responsibilities

1. Selection and maintenance of materials appropriate to young adult needs.
2. Planning and delivery of readers' advisory services designed for young adults.
3. Planning and delivery of programs for young adults.
4. Participation in alliances of community agencies committed to serving the needs of young adults and to involving young adults in community life.

Staff Qualifications

1. Formal training in young adult literature and services and in adolescent psychology, or comparable and related experience in these areas.
2. Capacity to relate positively to young adult patrons.

Continuing Education

Library management should provide the opportunity for continuing education for young adult services. Professional leave and funding should be provided for attendance at workshops and participation in professional associations.

Consultant Services

The Virginia State Library should provide advice to public librarians in the planning and development of services to young adults. This assistance should be provided by a designated Consultant for Young Adult Services.

YOUNG ADULT COLLECTION DEVELOPMENT

The emphasis in young adult collection development should be upon fiction and non-fiction materials that address the needs of the young adult for personal and social development and recreational reading and information.

Selection

1. The library should have a written young adult materials selection policy. This policy should express a positively stated rationale for acquiring young adult materials.
2. The interest and abilities of the young adult grow dramatically with age and relative maturity. A broad range of materials with varying degrees of complexity and sophistication should be selected.

3. Both print and non-print media should be included in a young adult collection.

4. Paperback books should be prominent in a young adult collection because of their convenient size, and a cost that enables heavy duplication of popular titles.

5. Materials should be added frequently and withdrawn promptly on the basis of relevance, currency of need and popular appeal.

Access

Young adults should have full access to library materials and services regardless of cost, location, intended age level or format.

HOUSING AND DISPLAYING THE COLLECTION

It is ideal to maintain a separate young adult materials collection and to house that collection in a designated space where young adults can gather in the company of their peers. This space may constitute a paperback book rack or an entire room. Whatever the space allocation, the area should serve as a focal point for young adults, a place where they feel welcome in the library and where they can find materials selected with their interest in mind.

1. Young adult materials should be housed in a way that increase their visibility.

2. Architecture, furniture and display equipment should create an attractive atmosphere for the young adult user.

3. Materials should be labeled appropriately and the catalog record marked to indicate their intended audience.

4. A separate young adult area should be provided in all new construction and all interior renovation projects. The location and the amount of space allocated to the young adult area will vary among libraries according to their size, design and the number of young adults in the service area.

5. If a separate young adult collection is impossible, young adult materials interfiled in the adult and juvenile collections should be appropriately labeled.

BUDGET ALLOCATION

A commitment to young adult services means a commitment of human and material resources. These commitments translate into an allocation of dollars. Libraries planning to establish services for young adults should make this allocation formally through whatever budget process is appropriate. Such a formal commitment of resources is necessary for young adult services to be an integral part of the library program.

Prepared by the Young Adult Services Guidelines Subcommittee
Library Development Committee
Virginia Library Association

Approved by the State Library Board
April 25, 1983

THE STATE LIBRARY'S ROLE

State Library Mission Statement for Service to Children and Young Adults

To participate in cooperative planning with public libraries and other related agencies in meeting the library needs of North Carolina's children and young adults. (Adopted 1980)

The Mission Statement is supported through

- --Consulting services by phone, mail, or visit on any aspect of public library youth services work.
- --Assistance with workshops, inservice training, collection development including weeding, special programs, facilities planning, etc.
- --Talks about public library youth services with local Friends groups, or other groups as sponsored and endorsed by local public libraries.
- --Any other services, on request, that will assist local libraries with their public library youth services program.
- --Statewide programs such as the Loose-leaf Service, Quiz Bowl, and Summer Reading Program,

Public library input into the State Library Youth Services Program is through meetings, surveys and committees.

YOUTH SERVICES COMMITTEES

All youth services committees are composed of volunteers willing to give their time and energies to all NC public libraries by working with the State Library on these Statewide programs.

YOUTH LIBRARY SERVICES ADVISORY COMMITTEE

The goals of the Youth Library Services Advisory Committee are:

To assist the State Library in planning its program for library service to children and young adults, and

To input local public library ideas and concern into State Library planning for children's and young adult services, and

To assure that all sizes of libraries are represented in State Library planning for public library youth services.

Committee expanded in 1985 to include area representatives. Composed of 10-12 librarians representing small, medium, large, regional libraries, Eastern NC, Western NC, Midwestern NC, Central NC and the chairperson (or vice-chairperson) of the NCLA/Children's Services Section, PLS/Young Adult Committee. The committee meets six times a year in Raleigh (four committee meetings and two planning meetings).

QUIZ BOWL STATE COMMITTEE

The goals of the State Quiz Bowl Committee are:

To work cooperatively with the State Library in preparing for the annual statewide competition, and
To evaluate and suggest rule and policy changes, and
To evaluate and act on suggestion program changes, and
To hold workshops, and
To hold the State Finals, and
To revise and update the manual.

Committee is composed of approximately 15 volunteers who meet a minimun of 2 times a year. Subcommittee meetings such as questions, State Finals, workshop, and manual revision are held in addition to the major (whole) committee meetings.

SUMMER READING COMMITTEE

The goals of the Summer Reading Committee are:

To plan a statewide summer reading program that is flexible enough to be adapted to local library needs, and
To design and produce materials for local libraries, and
To produce a workshop that will assist local libraries in planning their programs.

Committee is composed of volunteers from local libraries. Committee size is not set. Committee meets in Raleigh four times a year in addition to the workshop.

YOUTH SERVICES ETHNIC MINORITIES COMMITTEE

The goals of the Youth Services Ethnic Minorities Committee are:
To facilitate public library youth services collection development in minority areas, and
To facilitate public library in programming in minority areas.

The committee is composed of volunteers from local libraries. Committee varies in size and number of meetings and works closely with the Rollins Colloquium Committee at NCCU.

MATERIALS AVAILABLE FOR LOAN
FROM THE YOUTH SERVICES CONSULTANT

PRINT MATERIALS

MANUALS

The following manuals were developed as part of statewide workshops on the same subject. Most manuals are the product of a committee effort. These manuals are available for loan from the Children's Services Consultant's Office.

- AFTER SCHOOL SPECIALS. Centers around school-age after-school programming 1978.
- CHILDREN'S BOOK WEEK 1978, 1979, 1982, 1983
- CHILDREN'S REFERENCE. 1978 updated in 1979, 1980, 1981, 1982
- PUBLIC LIBRARIES SERVING CHILDREN. Introduction to library work with children, 1980.
- SEE-A-FILM/READ-A-BOOK. Three manuals 1981.
- SUMMER READING MANUALS
  - North Carolina Children's Librarians Manual on Summer Reading Programs. 1979.
    - From Hatteras to Cherokee: 1980 Supplement
    - Extra! Read all about it!: 1981 Supplement
    - Just Open a Book: 1982 Supplement
    - Adventures A to Z: 1983 Supplement
    - North Carolina Celebrates 1584 - 1984!: 1984 Supplement
    - Imagine...Just Imagine: 1985 Supplement
    - We The People: 1986 Supplement
    - Soaring Ideas '87: 1987 Supplement
    - USING NORTH CAROLINA REFERENCE RESOURCES, 1983

OTHER PRINT MATERIALS AVAILABLE FOR LOAN

- Black Booklists (A Collection of Booklists From Various Sources)
- Cable Untangled (Conference Proceedings)
- Challenge (Serving Deaf & Hearing Impaired Children)
- Getting it Together & Getting it Going: Microcomputer Practicalities for Youth Services (Conference Proceedings, ALA 1984)
- HELPFUL TIPS (Included in the NCSL BOOKLIST through 1980)
- HI/LO (Conference Materials)
- Library Facilities Planning (a miscellaneous collection of articles)
- REVIEW LISTS (NC Dept. of Public Instruction, Materials Review and Evaluation Center)
  - Biography, Easy, Fiction, Fairytales & Folklore
  - Early Childhood Education
  - Health, Safety, Physical Education & Emergency
  - Media Education
  - Cultural Arts
  - Dictionaries
  - Guidance
  - Languages
  - Mathematics
  - Microcomputers

Non-Sexist Materials
Reading
Science
Resources for the Study of North Carolina
Occupation Education
Reference
Social Studies

NORTH CAROLINA STATE LIBRARY BOOKLIST 1975-1980. Children's Services list.
SCHOOL & LIBRARY SERVICE TO CHILDREN: CRISIS IN THE SOUTHEAST. (Conference Proceedings)
Toddlers and Parents in the Library (Handouts from ALA, Dallas Program, 1984) PUPPET SCRIPTS (Contributed by Local Libraries)
UNUSUAL LIBRARY PROGRAMS FOR CHILDREN IN THE SOUTHEAST, SELA, 1980.

TAPES

AWARD TAPES (Caldecott Medal & Newbery Medal Acceptance Speeches)

THE FUNNY LITTLE WOMAN & Jean George's Newbery Acceptance Speech;
A GATHERING OF DAYS, RABBIT HILL & PRAYER FOR A CHILD;
WESTING GAME & THE GIRL WHO LOVED WILD HORSES;
DEAR MR. HENSHAW & THE GLORIOUS FLIGHT

Prelude Series (audio tapes) Numbers 1 through 7
MICROCOMPUTER CONFERENCE (audio tapes) Numbers 1 through 7
ROLLINS COLLOQUIUM, 1982
Jim Trelease (audio tape)
1983 and 1985 Everychild Conference Proceedings (audio tapes)[1983: Numbers 1 - 27 (except 7 & 9)]; [1985: Numbers 1-19]
1984 Summer Reading Program Workshop (raw video tape)
Quiz Bowl finals 1980, 1984, 1985 (video tape 1/2 vhs & 3/4 Beta)

Booktalking by Laura Weigand (slide tape show)

SUBSCRIPTION SERVICE

The Youth Services Loose-leaf Service is available on a no cost subscription basis to all North Carolina Public Library Systems. Only one copy can be sent to any library system. An index and table of contents is provided annually in the January mailing.

The goals of the Loose-leaf Service are:

To assist local public libraries with their youth services program, and
To provide a method of communicating and information-sharing between and among youth librarians, and
To keep local libraries informed about youth services' issues, in the nation and in North Carolina.

Components of the Loose-leaf Service are:

Annually based on Personnel Reports, Flash, and Of Professional Interest.

List of Children's Services Personnel
List of Young Adult Services Personnel
Calendar

Monthly on the basis of copy and information provided by local libraries.

Flyers - local program flyers

Helpful Tips - Contains school age programming ideas, workshop outlines, and library activities of interest to youth services personnel.

Occasional Papers - Contains articles of interest to youth services personnel as selected by the Youth Services Advisory Committee.

Of Professional Interest - Contains information about youth library services of local, state and national interest.

Not to Be Missed: New Books - Contains signed reviews of favorite new books published within the past 2 years. Reviews are submitted from North Carolina Youth Services Personnel and in addition to the new books available for review from the State Library. Reviews may be submitted for recent local acquisitions that you wish to share with other librarians.

Patterns and Scripts - Patterns and/or scripts used in local library programming; must be original work or in the public domain.

Preschool Programs - Contains program outlines for preschool and toddler programs with specific titles, films, finger plays, activities, etc. provided for each program. Program outlines are submitted by local librarians.

Promoting Youth Services - Suggest ways that libraries can extend their service to and for children.

Recommended by Local Libraries - Contains subject lists, usually annotated, of titles recommended locally. Usually reprints of local lists.

Reporting Back - Contains information gained through continuing education opportunities, surveys, or through committee meetings.

OF PROFESSIONAL INTEREST

CHILDREN'S SERVICES, NORTH CAROLINA STATE LIBRARY, EDITOR: DIANA YOUNG, No.

RELATED AGENCIES

Boy Scouts of America, Occoneechee Council, 1005 Wade Ave., P.O. Box 12377, Raleigh, NC 27605

Center for Early Adolescence, School of Public Health, Carr Mill Mall, Suite 223, UNC-Chapel Hill, Carrboro, NC 27501

Children's Book Council, 67 Irving Place, New York, NY 10003

Frank Porter Graham Child Development Center, 300 NCNB Plaza 322A, Chapel Hill, NC 27514

Girl Scouts of the USA, Region III (Includes North Carolina) Suite 217, 2531 Briarcliff Rd., NE, Atlanta, GA 30329

National Association for the Preservation and Perpetuation on Storytelling (and the National Storytelling Resource Center) P. O. Box 112, Jonesboro, TN 37659

National Education Association, 1201 16th Street NW, Washington DC 20036

North Carolina Association for Education of Young Children, 702 S. Salisbury Street, Raleigh, NC 27611

North Carolina Day Care Association, 327 Jefferson Dr., Charlotte, NC 28211

North Carolina Museum of Art, 2110 Blue Ridge Road, Raleigh, NC 27611

North Carolina Museum of History, 109 E. Jones St., Raleigh, NC 27611

North Carolina Museum of Natural History, Agriculture Building, 1 W. Edenton Street, Raleigh, NC 27611

North Carolina Office of Child Day Care Licensing, 1919 Blue Ridge Road, Raleigh, NC 27611

Puppeteers of America, #5 Circklewood Path, Pasadena, CA 91107

Reading is Fundamental, Inc., 475 L'Enfant Plaza, Suite 4800, Smithsonian Institution, Washington, DC 20560

The Center for Early Adolescence
The University of North Carolina at Chapel Hill

NAME: Lee A. Krieger
ADDRESS: North Carolina Foreign Language Center
Cumberland County Public Library
Fayetteville, NC 28301
PHONE: (919) 483-5022
SUBJECT: Juvenile Foreign Language Materials and Services

The North Carolina Foreign Language Center acquires and loans foreign language materials to any and all libraries in North Carolina. These loans are free of charge, with each library paying its own postage but not reimbursing the Center for sending the materials. The Center is funded by L.S.C.A, through the N.C. State Library.

The Foreign Language Center actively tries to buy juvenile materials where there is a demand as well as a supply. Not all countries produce juvenile books, and sometime there is great difficulty in obtaining such books as are produced.

Books and records in foreign languages can be used not only by native speakers of the other languages and by students of these languages, but by all children. Books, records, and posters where available, can be used to enliven programs on the cultures of other countries. These books and records are often very colorful. Their use and display, even when the children do not know a word of the other language, will attract participants and help make them more aware that other cultures really do use other languages and have other customs. Illustrations in the books will show then that children in other lands often wear different clothes, have somewhat different games and attitudes. Use of such materials, especially if language records are played, will also help the children become aware of what foreign children in our state much do in order to learn English.

Every year North Carolina enjoys further growth of its immigrants and foreign workers communities. Our schools see a rise in the number of their students from other cultures with other languages. These children and their families deserve services from our libraries. Such services, in the form of books and records, and sometime cassettes, can come from the Foreign Language Center. The Center will be sending microfiche copies of its card catalog (author, title, subject headings [in English]), with all cards in the native language plus whatever transliteration is necessary for English users, to all county, independent municipal, and college libraries. Librarians and their patrons can use these microfiche to order particular works. In the absence of the microfiche copy, librarians can still order materials. The librarian need only write the Foreign Language Center (328 Gillespie Street) and detail what is needed, in what languages, for how many children, for what purpose. This information will enable us to make a proper selection of materials. Loans are normally six weeks from time of mailing, with easy renewal privileges. Libraries which would like to have juvenile materials for longer periods need only include that request with the rest of their order.

We have a number of fairy tale kits (10 books plus one cassette tape) in French, German, Italian and Spanish. The fairy tales are the Elves and the Shoemaker, Jack and the Beanstalk, Tom Thumb, Little Red Riding Hood, Pinocchio, Rumplestilskin, Sleeping Beauty, Hansel and Gretal, and the Ugly Duckling.

Our largest juvenile collections in French, German, Italian, Japanese, Korean, and Spanish, with additional collections in Arabic, Chinese, Greek, Hungarian, Polish, Russian, and Vietnamese. We have a few books each in Dutch, Gujarati, Icelandic, Latin, Lithuanian, Panjabi, and Swedish. For some of these languages, like Dutch, we can easily expand our collection if we begin to get requests. In other languages, like Cambodian, Latins and Vietnamese, we buy everything on the market--which is usually not much!

Our Spanish juvenile collection is by far our largest, with selections running from science and history through Spanish and American literature. We have some hard-bound comics, plus a number of Scary easy readers. Age level is from beginning readers, including some bilingual texts, to Young Adult (Mark Twain, Ana Maria Matute). Our largest collection in French, with emphasis on literature, ranging from Else H. Minarik/Maurice Sendak and Beatrix Potter in translation to the Comtesse de Segur and Jules Verne. Again, the age range is from the very young to high school.

The North Carolina Foreign Language Center belongs to the state's libraries. We welcome requests from children's and school librarians. We can help when you have newly arrived families to your own carefully prepares enrichments programs. We are only a letter or an Interlibrary loan request away!

III. KNOWLEDGE OF CLIENT GROUP

BEST COPY AVAILABLE

III. Knowledge of client group

Demonstrates general understanding of:	A	B	C	D
1. reading process and readability of library materials.	x	x	x	x
2. reading problems and possible solutions thereof.				x
3. and ability to use and apply readability formula.				x
4. child/adolescent psychology and child/adolescent developmental stages.	x	x	x	x
5. and ability to apply knowledge of child/adolescent psychology and child/adolescent developmental stages in planning services and collections.			x	x
6. cultural diversities/ethic values.	x	x	x	x
7. and ability to apply knowledge of cultural diversities/ethnic values in planning services and collections.			x	x
8. of current youth culture.	x	x	x	x
9. and ability to apply knowledge in planning services and collections.			x	x

A - a paraprofessional children's and/or young adult librarian supervised by the library director.
B - a paraprofessional children's and/or young adult librarian supervised by a professional children's and/or young adult librarian.
C - an MLS children's/young adult librarian.
D - an MLS children's and/or young adult or youth services coordinator.

IV. LIBRARY MATERIALS

BEST COPY AVAILABLE

IV. Library Materials

Demonstrates:	A	B	C	D
1. general knowledge of children's and/or young adult literature as well as adult literature suitable for young people.	x	x	x	x
2. historical and critical knowledge of literature for children and/or young adults.			x	x
3. knowledge of trends and current issues in literature for children and/or young adults.			x	x
4. general knowledge of professional materials about literature for children and/or young adults.			x	x
5. general knowledge of children's and/or young adult media including film, video, filmstrip,recording, and computer software formats	x	x	x	x
6. Knowledge of current trends and issues involving media particulary production quality and usability.			x	x
7. general knowledge of how to use and maintain audiovisual equipment including, but not limited to 16mm film projectors, filmstrip projectors, record players, audio and video players, microcomputers.	x	x	x	x

A - a paraprofessional children's and/or young adult librarian supervised by the library director.
B - a paraprofessional children's and/or young adult librarian supervised by a professional children's and/or young adult librarian.
C - an MLS children's/young adult librarian.
D - an MLS children's and/or young adult or youth services coordinator.

HINTS FOR FILM EVALUATION

The following hints for film evaluation are adapted from the MANUAL ON FILM EVALUATION by Emily S. Jones, copyright 1967, by EFLA (the Educational Film Library Association, Inc.). EFLA's manual is an excellent, comprehensive treatment of all aspects of film evaluation.

CONTENT VALUES

- .Does the film have unity?
- .Is the film or its contents dated or obsolete?
- .How does the film give examples or comparisons? Are these effectively presented?
- .Does it make use of emphasis?
- .Is the film of any permanent value?
- .Does it have general appeal?
- .Are there any obvious factual errors?
- .Were all the possibilities of the subject matter fully realized?
- .Should the film have been longer? Shorter? Does it try to cover too much?
- .Does the film consider the point of view of its audience?
- .Is it really a film, or could it be presented just as well as a set of slides, a tape, a record, or a filmstrip?

PSYCHOLOGICAL VALUES

- .Does the film stimulate interest?
- .Is the main objective clearly and concisely presented?
- .Does the film identify itself immediately with the viewer?
- .Does the film provide motivation for further discussion and participation after the showing?
- .Are there too many ideas in the film?
- .Does it have a unity of purpose? Does it achieve this purpose?
- .Does it fill a definite need?
- .Is it similar to a dozen other films on the same subject, or does it emphasize a new facet of the subject?
- .Is it adequately developed and brought to a logical climax?
- .Does the viewer feel "cheated" in any way at the end of the film?

ARTISTIC AND TECHNICAL VALUES

- .Is the direction characterized by a "wholeness" of units?
- .Is the film visually pleasing? Are the shots well composed?
- .Is the film in good taste?
- .Is the photography clear enough to enable the viewer to see all objects without straining?
- .Is the film equipped with an adequate beginning to orient the viewer?
- .Do the actors or narrators have good voice quality, diction, and timing?
- .If narrated, does it match the visuals on the screen? Is the narrator condecending in mannerisms and style? Is the narration "age-levelish"?
- .Do the settings and costumes contribute to the mood of the film?
- .Do scenes move forward in a logical progession?
- .Can the sound be heard? Is it well modulated and recorded?
- .Is the musical score unobtrusive yet effective in underscoring the film?
- .Does the film have good rhythm and pacing? Is the editing smooth and devoid of static qualities and poor matching?
- .If in color, is the photography consistent in gradation?
- .Are close-ups used effectively and, whenever possible, to pinpoint and clarify it ideas?
- .Are animation, flash-backs, and process photography, when used, effective?

SOCIAL AND ETHICAL VALUES

- .If controversial, does the film give both sides of the story?
- .If not, is this fact so stated in the titles or by the narrator?
- .Is the film constructive? Does it encourage a feeling of responsibility toward humanity and the world?
- .Does it stimulate general good will? Is any race, religion, or profession held up to ridicule?
- .Is the film truthful without distorting facts?
- .Does the film influence behavior toward a positive goal?
- .Could any misunderstandings arise from the film?
- .Are unusual examples presented as typical?

AUDIENCE REACTIONS

- .Does the viewer react favorably on seeing the film?
- .Does the film hold his attention?
- .Are any parts of the film misunderstood by the viewer?
- .Does the audience have to view the film twice to understand completely the content?
- .Does the film offer new aspects upon subsequent viewings?

THE BOOKLIST

CRITERIA FOR EVALUATING FILMS, FILMSTRIPS AND NONMUSICAL RECORDINGS

The following criteria was designed as guidelines for use by The Booklist's audiovisual consultant groups, i.e., professional already skilled in the evaluation of audiovisual materials. All of the criteria will not apply to each item evaluated, e.g., visual criteria are not applicable for disc and tape recordings, criteria for sound are not applicable for silent filmstrips and 8 mm silent film loops, some criteria may not be applicable for "film as art."

AUTHENTICITY

Is it authentic, accurate and up-to-date?

Is it free from bias, prejudice or misleading emphasis?

Is the author or producer well qualified?

Are translations and retellings faithful to the original?

UTILIZATION

Will it stimulate and maintain the user's interest?

Will the user be stimulated to further study or discussion?

It is useful with individuals as well as groups?

Are the format, vocabulary, concepts and rate and methods of development appropriate for the intended audience?

Will it develop concepts that are difficult to get across in other ways?

Will it affect attitudes, build appreciations, develop critical thinking or entertain?

Does it achieve its stated purpose?

CONTENT

Is it well organized and well balanced?

Is the script well written and imaginative?

Is it timely or pertinent to library, community or curriculum needs and problems?

Is the treatment, e.g., animation, dramatization, illustrated lecture, factual analysis, etc., appropriate for the subject?

Does it present information in ways that other materials do not?

Does it complement printed or other audiovisual materials in the same subject areas?

Could the subject be treated better by other media?

TECHNICAL QUALITIES

Is the photography, e.g., choice and handling of visuals, composition, color, focus, exposure, special effects, etc., satisfactory and effective?

Are the visuals other than photographs, e.g., paintings, illustrations, maps, charts, etc., well reproduced and effectively used?

Are the principles of artistic balance and design observed?

Are titles, captions and explanations readable and of suitable length and in proper positions?

Is the sound acceptable, e.g., good fidelity, realistic sound effects, synchronization and absence of conflicts between the background music or sound effects and the narration or dialogue?

Is the editing, e.g., continuity, matching, rhythm, pacing, etc., satisfactory?

Do the actors have good voice quality, diction and timing?

Is the acting believable and convincing?

Does the narrator have good voice quality, diction and timing?

Is the narrator condescending in mannerisms and style?

OVERALL RATING

(In addition to the above criteria the following general criteria should be considered when giving the item an overall rating.)

Is the production imaginative and creative?

Is it of significant educational, social or artistic value?

Is it worth the purchase price?

Are accompanying guides or notes well written and helpful?

Is the packaging easily manipulated and durable?

Contributor: NC Dept. of Public Instruction
Materials Review & Evaluation Center
Raleigh, NC
Source: Promoting Children's Services, #24, December 1983

TIPS ON CARE OF COMPUTER HARDWARE AND SOFTWARE

Follow correct power-up/power-down sequence for any equipment configuration when using peripherals.

Leave open doors to disk drives when not in use, thereby relieving pressure on moving parts.

Refrain from setting heavy monitors on top of computer consoles.

Disconnect and reinsert properly the interface ribbon-like cable connecting the disk drive to the controller card on the motherboard when moving Apple equipment from one place to another. If the cords are not disconnected from the controller card, they may become partially dislodged, causing a bad connection and possible malfunction.

Install a line filter to avoid electrical power surges which may adversely affect equipment operation.

Disconnect the power supply before performing any operation inside the computer.

Use an eraser or rubbing alcohol to remove carbon build-up on the "fingers" of cards that insert into the slots in the Apple motherboard.

Place computers where sunlight will not strike the monitor's screen. This will avoid glare and will require less brightness on the screen. Turning up the brightness on the monitor reduces the life expectancy of the cathode ray tube (CRT).

Disconnect the printer from the computer before making any adjustments on the printer, e.g., ribbon. Adjusting the ribbon after sending a print command to the printer can result in injured fingers.

Type in the command to clear the screen on the Apple computer in lieu of turning the power switch on and off.

Boot the diskette for the Apple computer by typing in the appropriate command. Turning the computer on and off to boot the disk can eventually result in frequent repair to the on-off power switch.

Place one hand on a metal part of the computer console case or other metal object to "ground" yourself before touching any chips in the Apple motherboard to avoid destroying information which may be in a chip.

Insert and remove the solid-state module for the Texas Instruments computer only when the TI credit frame with the color bars is visible on the monitor's screen.

Save any information in the computer's memory which you may need later before turning off the power. Information in the random access memory (RAM) will be lost when the power is turned off.

Make a back-up copy of information at intervals throughout the development of programs to avoid loss of information and extra work.

Close file with proper command before removing diskette when programming to avoid losing information.

Keep TI solid-state modules clean and dry. Refrain from touching the recessed contacts in the module.

Refrain from inserting or removing diskettes from the disk drive when the drive is running and the light on the disk drive is burning.

Avoid exposing diskettes or cassettes to magnetic fields, e.g., electric motors, magnets, and electronic devices such as TV sets. Such contact can destroy the programs on the diskettes and cassettes.

Store diskettes in constant moderate temperatures, avoiding extreme heat or cold.

Avoid storing diskettes or cassettes in places where they will be exposed to dust or dirt.

Replace diskettes in their paper slipcases when not in use. Most slipcases are treated to minimize static build-up which attracts dust.

Use a soft felt-tip pen when writing any information on a diskette cover. Using a pen with a hard point could damage the diskette.

Store diskettes in rigid containers in a vertical position to avoid warping or bending.

Keep disk drive heads clean by using a commercial cleaning kit.

Avoid using computers during severe electrical storms. Even with a line filter, programs may be lost due to a surge or loss of power.

Remove coffee cups, cold drinks, etc. from areas near a computer. Accidentally spilling liquid on or in the computer can damage parts.

Avoid any movements which may generate static electricity when using a microcomputer, e.g., scooting feet across a nylon carpet. Generating static electricity when using the keyboard, handling diskettes, or pressing on chips could destroy information.

Use dust cover on computers to avoid dust collecting in the circuitry.

Avoid constant smoking when using microcomputers. A build-up of residue may prevent the system from operating effectively.

EVALUATING INSTRUCTIONAL COMPUTER COURSEWARE

I. PROCEDURES FOR THE EVALUATOR

...Review the criteria by which the courseware will be judged
...Read/examine any documentation/manuals accompanying the (disk(s) and/or cassette(s)
...Identify the specific goals of the programs as stated in the guide
...Ascertain that all components (disk(s) and/or cassette(s) and accompanying literature) are available for examination
...Make sure that the disk (s)/cassette(s) and equipment are compatible
...Run the program as directed in the manual
...Judge the courseware by the criteria listed below

II. CRITERIA CHARACTERIZING NOTEWORTHY COURSEWARE

General

...Follows educationally sound principles of instruction
...Uses the computer's capabilities advantageously
...Provides for ease of interaction between user, computer and program
...Provides sufficient information for user to solve a problem, reach a conclusion, grasp a concept, learn a skill or process

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Documentation (support materials)

...States all objectives clearly
...Suggests characteristics of user, e.g., gifted
...Specifies expected results in behavioral terms
...Provides or suggests follow-up or related activities
...Includes pertinent information (for contact) about the producer/author for convenience of user if program won't run

Documentation (validation/field testing)

...Gives place, conditions, of field testing
...Identifies target group
...Cites variables and controls
...Specifies results of pretests and posttests

Mode/Technique

Tutorial

...Bears full task of instruction, incorporating user responses
...Presents initial, basic instruction to teach a skill, concept process
...Assumes that user has minimal prior instruction in program's contents
...Presents information, directions, processes in clear, sequential steps

Drill and Practice

...Identifies prerequisite skills, information through pretest or in documentation
...Reinforces skills previously taught
...Varies exercises, generating data randomly to avoid user boredom or memorization
...Branches to easier or more difficult tasks, based upon user's responses
...Concentrates on skills previously taught
...Provides explanation of process being drilled if correct response is not given within a specified number of tries

Production/Presentation

Ease of Use

...Incorporates instructions in the program itself (and presents as needed on the screen)
...Requires responses compatible with user's experience, knowledge
...Allows for user control except in timed or testing mode
...Gives directions appropriate to lowest level of use

Accessibility

- ...Permits user determination of the sequence of activities user determination of the sequence of activities to be performed
- ...Permits user to access the program at any desired point repeating or omitting any part
- ...Permits escape from the program before completing entire exercise

Pace

- ...If timed, is geared to maturity, capability of user
- ...Can be adjusted

Clarity

- ...Gives instructions for user in understandable, concise terms
- ...Provides instructions compatible with difficulty of activity to be performed
- ...Presents directions sequentially to insure correct use of program
- ...Requires minimum number of references to ancillary materials other than manual

Display

- ...Projects images of appropriate size and clarity for ability, maturity of user
- ...Permits easy viewing, reading of images and characters

Personalization

- ...Responds to user's performance with encouragement and reassurance
- ...Avoids inane quips and degrading responses
- ...Elicits correct responses, helps eliminate errors
- ...Motivates user to perform successfully

Special Features

Graphics

- ...Uses images other than print to enhance, clarify content, text
- ...Employs special effects economically/efficiently

Sound

- ...Increases user's understanding of projected material
- ...Reinforces user's response

Color

...Augments the content
...Uses effective shading in black-and-white programs

Simulation

...Replicates vital aspect of original situation, process, etc.
...Provides for sufficient user involvement to make experience meaningful
...Requires a variety of tasks, e.g., making judgments, solving problems
...Presents activities too difficult, dangerous, expensive, or inconvenient for user to experience firsthand

Problem Solving

...Provides for problem solving experience which goes beyond either simple or typical work problem application
...Requires the user to apply accepted principles or rules to determine responses
...Provides the user an opportunity to create or analyze variations of the problem based on change of user input or projected program data, thus playing "What if...?"
...Includes an explanation or graphic illustration of the resultant situation from the responses made in solving the problem
...Develops an appreciation for and an understanding of algorithmic methods

Games (Educational)

...Emphasizes instructional value over game format
...Requires mastery of specific skills to participate
...Correlates skill level and game complexity
...Is fun to play

Instructional Management

Facilitate management of instruction by collecting, storing, and retrieving pertinent data for

...maintaining student and class records
...assessing test scores
...diagnosing student responses/progress
...prescribing initial or follow-up instruction
...monitoring time for responses

Permits alteration of program when necessary to meet user's needs

Content

Scope

...Presents subject in manageable segments even though comprehensive in coverage
...Is adaptable as introduction or summary of topic

Accuracy

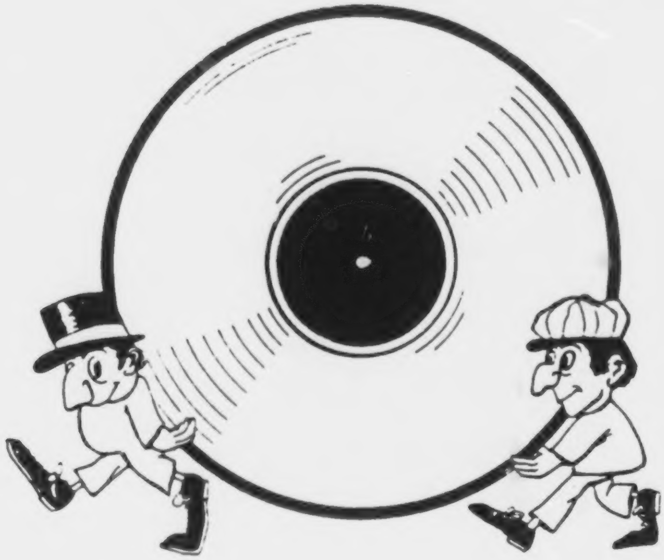
...Presents error free information about topic
...Employs appropriate grammar, spelling, sentence structure, etc.
...Give correct instruction for proper use

Treatment

...Is free of bias
...Is authoritative
...Is logical, thorough, objective
...Is factual rather than judgmental

Appropriateness

...Uses concepts relevant to user's experience/frame of reference
...Relates to K-12 curricula



Contributor: Louise Kanus, Education Specialist
Coordinator, Non-Print Media Program
Massachusetts Board of Library Commissioners
Boston, Massachusetts
Source: PROMOTING YOUTH SERVICES, #38, FEBRUARY 1985

VIDEO AND THE LAW (reprinted with permission)

How many ways might I violate copyright law if I institute a videocassette collection in my public library?

1. showing tapes clearly marked "for home use only" at a scheduled and advertising program in the library--in other words, a public performance
2. knowingly lending out "for home use only" tapes to an organization in town which not only plans to have a public performance but also expects to charge an admission fee
3. taking a copyrighted tape in my collection and showing it over one of the local TV channels without first obtaining the permission of the copyright holder
4. making a security copy of a popular videocassette to be squirreled safely away just in case the circulation copy is damaged or destroyed; or, making a copy in a second format, such as BETA, to circulate to patrons with Betamax machines--all this without permission or license
5. recording off the air a commercially broadcast TV program or movie and adding it to my collection and for cable TV purposes, and using copyrighted music, stories, illustrations, or other material without obtaining permission

You might be able to come up with some more violations, or variations on these, but these are the most common ways in which a librarian is likely to become a copyright infringer.

Implicit in some of the violation statements I made above is the indication that some of those things can be done legally. For instance, there are cases where you can cablecast a commercially-made tape; you can make duplicate copies; you can have showings in your library. The key words operating here are permission, clearance, license, and contractual agreement!

Depending on the dealer/distributor you are working with, you may be able by paying an additional charge, to get clearance for cablecasting, or a license for making duplicates, or for taping off the air. The Television Licensing Center (TLC for short) sells rights for off-air taping, not for copies. For $50, for example, you may obtain the right to copy off-the-air a certain one-hour program and keep it for one year -- it's like a year's rental for $50. Twenty-five to 50% of the list price is the typical rate charged. Whether or not you can use a tape for scheduled in-house library programming, which is called public performance, may also depend on the type of video program you buy. Educational, cultural, informational, documentary, instructional, and how-to programs are often not restricted for home use only and are therefore eligible for public performance.

It is the entertainment cassette, the feature film title, which is usually restricted to home use only. Herein lies the problems since the video store will sell a title for $40 while the educational audio visual/film distributor want $400 for exactly the same title. Presently, it does not appear legal to show these tapes in a public library program performance. Schools, however, can get around the "home use only" restriction by turning to Section 110(1) of the copyright law. This allows showing the tape to students in a classroom setting in the course of face-to-face instruction. Unfortunately, the public library cannot normally use that reason. If a public library wants to use a tape for programming, this must be stipulated in the purchase agreement. It has been suggested that the librarian be prepared with a written statement acknowledging the library's intention to use the tape this way. I suggest the agreement must come not from the dealer/distributor but from the copyright holder.

Another way a public library sometimes wants to use tapes is to have a video viewing station set up so that patrons who do not own videocassette player can still view the programs. So if a mother and her two children walk in one day and want to sit down and see "Mary Poppins" together, it would seem that this should be an acceptable use. It is not a scheduled or announced showing -- but, it is a public performance? The copyright law defines public thus: "to perform or display it [the work] at a place open to the public or at any place where a substantial number of persons, outside of a normal circle of a family and social acquaintances, is gathered."

Well, the library is a public place, but the viewers here are not exactly a public audience, they are members of a family circle. So this use of cassettes is somewhat open to interpretation. There is litigation pending, however, that may answer that question and possibly not to our liking. A video rental dealer in Pennsylvania set up small viewing stations in his store so that his customers could rent a tape and watch it right there in the store if they didn't have VCRs at home. He is now being said by a motion picture company for this enterprising idea.

I'd like to review briefly the legislative and the court decisions that have occurred since the new copyright law went into effect in 1978, decisions that have some bearing on our subject.

1. Guidelines for Off-Air Recording of Broadcast Programming for Educational Purposes. These were adopted in 1981 and though they are not laws, they are negotiated and agreed upon by a congressionally appointed committee. They are primarily to guide educators in fair use copying. Basically they allow copying of any broadcast TV program for a retention period of 45 days, but to be used not more than twice during first ten school days. Copying must be made at the request of a teacher for instructional purposes. Duplicates can be made for other teachers.

2. The BOCES case in Western NY State was the first outstanding court case that came to the force. It actually took 3 separate suits to come to the final decision in 1983 after a period of 4 years. Someone said Sylvester Stallone gave us Rocky I, II, and III, and Judge Curtin of the U.S. District Court in NY gave us BOCES I, II, and III. BOCES (Board of Cooperative Educational Services) is a nonprofit educational agency with the same noble motives as any library -- to disseminate and make freely available educational information to its clients, in this case 20 school districts in its region. However, BOCES was a little too free with its wholesale videotaping and distribution. It lost its case and had to pay $80,000 in damages to the 3 media-producing companies. The judge forbade BOCES to tape the televised work of those 3 companies even for temporary use-- which led many people to conclude that the judge had overruled the Guidelines mentioned earlier and that they were not longer valid. That is not the case. The judge specified that his ruling applied only in that particular case and to BOCES' taping of the programs of those 3 companies only.

3. Next case was the famous Betamax case, Sony vs. Universal. This also stretched out over several years, and was first decided against Sony then in favor of Sony. This case went all the way to the Supreme Court in 1984. The bottom line was that it is not illegal for persons to record program off-the-air in their own home for private, non-commercial use. Nine million VCR owners breathed a sign of relief that they were not law-breakers. Educators and librarians also relaxed a little, for if the home tapers had been judged guilty then what would their status as institutional users have been? And how would their ability to increase their collections even temporarily by taping have been limited?

4. Finally, there is legislation now pending in Congress. Congress hung back a little, waiting to see what the Supreme Court was going to decide about Betamax. But a bill has been introduced already that would put a royalty tax on all new VCRs and on blank videocassettes to compensate media producers for their alleged losses due to off-air videotaping. This would affect libraries and educational institutions by raising their costs for both hardware and software. Fortunately, the politics of this presidential election year seem to have distracted Congress for the time being.

These then are the legal considerations that influences the planning and conduct of videocassette circulation programs in public libraries.

V. COLLECTION AND MAINTENANCE

BEST COPY AVAILABLE

V. Collection Development and Maintenance

Demonstrates:	A	B	C	D
1. knowledge of and familiarity with library's materials selection policy.	x	x	x	x
2. knowledge and understanding of library's purchasing policies and procedures.		x	x	
3. knowledge and understanding of the Library Bill of Rights and it's interpretations as they pertain to children's and/or young adult materials selection.		x	x	
4. ability to select materials in accordance with library selection policy and to defend materials selected (reconsideration policy)				
5. familarity with general selection tools.			x	x
6. familarity with specific selection tools evaluating materials for children and/or young adults.			x	x
7. ability to select materials that meet and satisfy patron interest and needs within existing budgetary limitations.			x	x
8. ability to determine and purchase for weaknesses in materials collection.		x	x	
9. ability to weed collection following criteria in the library's weeding policy.		x	x	
10. ability to develop, defend and implement an annual budget for youth services materials.		x	x	

A - a paraprofessional children's and/or young adult librarian supervised by the library director.
B - a paraprofessional children's and/or young adult librarian supervised by a professional children's and/or young adult librarian.
C - an MLS children's/young adult librarian.
D - an MLS children's and/or young adult or youth services coordinator.

DIVERSITY IN COLLECTION DEVELOPMENT

An Interpretation of the LIBRARY BILL OF RIGHTS

Throughout history, the focus of censorship has vacillated from generation to generation. Books and other materials have not been selected or have been removed from library collections for many reasons, among which are prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, and/or sexual forms of expression.

Some examples of this may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting materials about or by minorities because it is thought these groups of interests are not represented in a community; or not providing information on or materials from non-mainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including, but not limited to, issuing bibliographies and presenting exhibits and programs.

Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user and policies should not unjustly exclude materials even if offensive to the librarian or the user. Collection development should reflect the philosophy inherent in Article 2 of the LIBRARY BILL OF RIGHTS: "Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval." A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

There are many complex facets to any issue, and variations of context in which issues may be expressed, discussed, or interpreted. Librarians have a professional responsibility to be fair, just, equitable, and to give all library users equal protection in guarding against violation of the library patrons' liberty to read, view, or listen to materials and resources protected by the First Amendment, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs and interests of all persons in the community which the library serves. This includes materials that reflect political, economic, religious, social, minority and sexual issues.

Intellectual freedom, the essence of equitable library services, promotes no causes, furthers no movements, and favors no viewpoints. It only provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

(Note: This policy replaces the policy, RACISM, SEXISM, AND OTHER -ISMS IN LIBRARY MATERIALS.)

Adopted July 14, 1982 by the ALA Council.

[ISBN 8389-6522-0]

EVALUATING LIBRARY COLLECTIONS

An Interpretation of the LIBRARY BILL OF RIGHTS

The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to users. In the process, materials may be added and physically deteriorated or obsolete materials may be replaced or removed in accordance with the collection maintenance policy of a given library and the needs of the community it serves. Continued evaluation is closely related to the goals and responsibilities of libraries and is a valuable tool of collection development. This procedure is not to be used as a convenient means to remove materials presumed to be controversial or disapproved of by segments of the community. Such abuse of the evaluation function violates the principles of intellectual freedom and is in opposition to the Preamble and Articles 1 and 2 of the LIBRARY BILL OF RIGHTS, which state:

> The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.
>
> 1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
>
> 2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

The American Library Association opposes such "silent censorship" and strongly urges that libraries adopt guidelines setting forth the positive purposes and principles of evaluation of materials in library collections.

Adopted February 2, 1973; amended July 1, 1981, by the ALA Council.

[ISBN 8389-5406-5]

EXPURGATION OF LIBRARY MATERIALS

An Interpretation of the LIBRARY BILL OF RIGHTS

Books and other library resources are selected for their value, interest, and importance to the people of the community the library serves. Since books and other library resources are acquired for these reasons and in accordance with a written statement on materials selection, then expurgating them must be interpreted as a violation of the LIBRARY BILL OF RIGHTS. Expurgation as defined by this interpretation includes any deletion, excision, alteration, or obliteration of any part(s) of books or other library resources by the library. By such expurgation, the library is in effect denying access to the complete work and the entire spectrum of ideas that the work intended to express; such action stands in violation of Article 1, 2, and 3 of the LIBRARY BILL OF RIGHTS, which states that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation," that "Materials should not be proscribed or removed because of partisan or doctrinal disapproval," and that "Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment."

The act of expurgation has serious implications. It involves a determination that is necessary to restrict complete access to the material. This is censorship. When a work is expurgated, under the assumption that certain portions of that work would be harmful to minors, the situation is no less serious.

Expurgation of any books or other library resources imposes a restriction, without regard to the rights and desires of all library users, by limiting access to ideas and information.

Adopted February 2, 1973; amended July 1, 1981, by the ALA Council.

[ISBN 8389-5419-7]

RESTRICTED ACCESS TO LIBRARY MATERIALS

An Interpretation of the LIBRARY BILL OF RIGHTS

Restricting access of certain titles and classes of library materials is practice common to many libraries in the United States. Collections of these materials are referred to by a variety of names such as "closed shelf," "locked case," "adults only" or "restricted shelf."

Three reasons generally advanced to justify restricted access are:

(1) It provides a refuge for materials that belong in the collection but which may be considered "objectionable" by some library patrons;

(2) It provides a means for controlling distribution of materials to those who are allegedly not "prepared" for such materials, or who have been labeled less responsible, because of experience, education, or age;

(3) It provides a means to protect certain materials from theft and mutilation.

Restricted access to library materials is frequently in opposition to the principles of intellectual freedom. While the limitation differs from direct censorship activities, such as removal of library materials or refusal to purchase certain publications, it nonetheless constitutes censorship, albeit in a subtle form. Restricted access often violates the spirit of the LIBRARY BILL OF RIGHTS in the following ways:

(1) It violates that portion of Article 2 which states that ". . . no library materials should be proscribed . . . because of partisan or doctrinal disapproval."

"Materials . . . proscribed" as used in Article 2 includes "suppressed" materials. Restricted access achieves de facto suppression of certain materials.

Even when a title is listed in the catalog with a reference to its restricted status, a barrier is placed between the patron and the publication. Because a majority of materials placed in restricted collections deal with controversial, unusual, or "sensitive" subjects, asking a librarian or circulation clerk for them may be embarrassing for patrons desiring the materials. Because restricted collections are often composed of materials which some library patrons consider "objectionable," the potential user is predisposed to thinking of the materials as "objectionable," may be reluctant to ask for them. Although the barrier between the materials and the patron is psychological, it is nonetheless a limitation on access to information.

(2) It violates Article 5, which states that, "A person's right to use the library should not be denied or abridged because of . . . age . . ."

Limiting access of certain materials only to adults abridges the use of the library for minors. Access to library materials is an integral part of the right to use a library. Such restrictions are generally instituted under the assumption that certain materials are "harmful" to minors, or in an effort to avoid controversy with adults who might think so.

Libraries and library boards who would restrict the availability of materials to minors because of actual or anticipated parental objection should bear in mind that they do not serve in loco parentis. The American Library Association holds that it is parents -- and only parents -- who may restrict their children -- and only their children -- from access to library materials and services. Parents who would rather their children not have access to certain materials should so advise their children.

When restricted access is implemented solely to protect materials from theft or mutilation, the practice may be legitimate. However, segregation of materials to protect them must be administered with extreme attention to the reason for restricting access. Too often only "controversial" materials are the subject of such segregation, indicating that factors other than theft and mutilation -- including content -- were the true considerations. When loss rates of items popular with young people are high, this cannot justify the labeling of all minors as irresponsible and the adoption of prejudiced restrictions on the right of minors to use library services and materials.

Selection policies, carefully developed to include principles of intellectual freedom and the LIBRARY BILL OF RIGHTS, should not be vitiated by administrative practices such as restricted access.

*See also FREE ACCESS TO LIBRARIES FOR MINORS, adopted June 30, 1972; amended July 1, 1981, by the ALA Council.

Adopted February 2, 1973; amended July 1, 1981, by the ALA Council.

[ISBN 8389-6081-2]

CHALLENGED MATERIALS

An Interpretation of the LIBRARY BILL OF RIGHTS

The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form which reflects the LIBRARY BILL OF RIGHTS, and which is approved by the appropriate governing authority.

Challenged materials which meet the materials selection policy of the library should not be removed under any legal or extra-legal pressure. The LIBRARY BILL OF RIGHTS states in Article 1 that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation," and in Article 2, that "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Constitution requires a procedure designed to focus searchingly on challenged expression before it can be suppressed. An adversary hearing is a part of this procedure.

Therefore, any attempt, be it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.

Adopted June 25, 1971; amended July 1, 1981, by the ALA Council.

[ISBN 8389-6083-9]

Library: College Square Branch Library
Address: 330 South College Road
Wilmington, NC 28403
Phone: 919/392-0449
Source: OCCASIONAL PAPERS, NOVEMBER 1984, #6
Contributor: Rebecca Sue Taylor

PURCHASING JUVENILE AND YA PAPERBACKS

I've been buying and using paperbacks in the juvenile and young adult sections of my libraries for over eight years. It gets easier and easier to find the books you need as more and more titles are made available and as jobbers grow to understand and cater to the library market. But it is hard sometimes to surmount old prejudices and make adjustments in attitude and procedures. Here are some thoughts and ideas that may help.

REASONS PEOPLE "SAY" THEY WON'T USE PAPERBACKS

1) "Because of the cheaper paper, binding and cover they wear our more quickly." I have found that this isn't true. We often get 25-30 circulations from a YA or juvenile paperback. Considering that the paperback costs 20-25% less than what the same book does in hardcover, that's a good bargain in anybody's book. For years I didn't use picture book paperbacks because I was convinced they would not hold up like the more conventional paperbacks for older children. The first summer in a new branch we were so desperate for JE's we invested in $500.00 worth of large size picture book paperbacks. After 14 months and 2 summers, better than 1/2 are still in circulation having circulated 20-30 times.

2) "Paperbacks are lost more often and kept overdue more than hardcover books." Actually, in my experience, this is true. We do have more paperbacks in the overdues, especially in the case of YA and adult materials. However, people are consistently more willing to settle a fine (our maximum fine on paperbacks is .50 cents) or simply pay for a lost book when the charge is $1.95 rather than $10.95 - $19.95 as it is for many hardcover books these days. When I pull 1 year overdues that have never been settled with us, I pull about twice as many hardbacks as paperbacks.

3) "If they aren't catalogued you don't know what you have." Again, to some extent, this is true. However, in our library juvenile paperbacks are generally duplicate copies of things we also have in hardcover. There are a few things such as Choose Your Own Adventures that are originals. We do make an effort to let all staff see new paperbacks before they are put out.

4) "Paperbacks aren't reviewed." That simply isn't true anymore. School Library Journal, Booklist, VOYA, and Publisher's Weekly all review juvenile and/or YA paperbacks regularly. With more and more titles being published only in paperback the number reviewed grows constantly.

REBECCA'S LIST OF REASONS TO USE PAPERBACKS

1) Many kids prefer paperbacks because they are light, small and often more attractive.

2) When comparing your initial investment to the number of circulations, they are far more cost effective.

3) Patrons are more likely to clear up fines or lost book charges when the amount is nominal.

4) You can add multiple copies of popular books for a nominal investment.

5) With limited processing, you can respond to a seasonal need quickly.

ON PROCESSING

In our libraries paperbacks are not considered part of the core collection. They are given an acquisition number because we may have a number of copies of a title bought at different times. Each book is given a pocket, card and spine label. When it wears out, it is simply thrown away. Because little time is invested in the processing and "unprocessing", we are saving in the investment. If it is absolutely necessary to know what titles you have, you can use a simple title card index. But remember that it will have to be kept accurate as titles are discarded and lost and paid for.

WHERE TO BUY JUVENILE AND YA PAPERBACKS

1) Local Stores - have several drawbacks. Their selection is often limited and their discount probably won't be more than 10%. However, if your need is immediate, this may be a lifesaver.

2) Local Wholesale Distributors - almost every town has a local supplier who supplies magazines and paperbacks to groceries, drugstores and quick stops. Ask around. Give yours a call and see if he'll sell to you from his warehouse. Often they will give you a 10-15% discount. However, my experience has been that their selection is limited to the most current mass-market releases. They won't be able to get standard titles for you.

3) The publishers rarely sell directly to libraries. They generally deal with wholesalers and jobbers. The one time I sent an order directly to Dell, they forwarded it to Baker & Taylor to fill. Scholastic is the exception to this rule. They are set up to sell to schools and libraries and offer an excellent discount schedule.

4) Regular library jobbers - such as Baker & Taylor do offer paperbacks. Generally their discount is 10-20% but the turn around time is slow, and it is hard to get back orders filled. There just isn't enough profit in a $1.95 book for them to give it a very high priority.

5) E.P.A. Wholesalers - wholesalers who are members of the Educational Paperback Association are geared to selling Juvenile & YA paperbacks to schools and libraries. They generally understand the needs and limitations of library purchasing and offer a better discount than other jobbers.

REBECCA'S PERSONAL RECOMMENDATIONS

FEP (Florida Educational Paperbacks)
5405 Boran Place
Tampa, Florida 33610
Phone: 813/621-6085

- excellent service, they generally ship within 24 hours of receipt of order. We generally have the books within a week after mailing the order.
- extensive backlist. They have two comprehensive catalogs, one of juveniles and one for YA's.
- excellent fill rate. Very little has to be back-ordered.
- excellent discount scale. The more you buy the bigger the discount.
- updates - twice a month they mail out a list of new titles which includes YA and juveniles. Additional updates such as Notable Books in paperback and Reading Rainbow selections are included on a separate page. To stay on their mailing lists you do have to purchase from them every 6 months.

Ingram - Their monthly paperback announcement contains many new YA titles and some new juveniles. Good discounts and prompt service.

Scholastic - they do have good sales several times a year and have acceptable service. Their selection is limited.

Paperbacks have been an important part of my juvenile and young adult collections for a number of years. They meet a number of special needs, take only a few adjustments in procedures and are simple and economical to purchase. I don't know what I'd do without them.

SOME RECENT ARTICLES

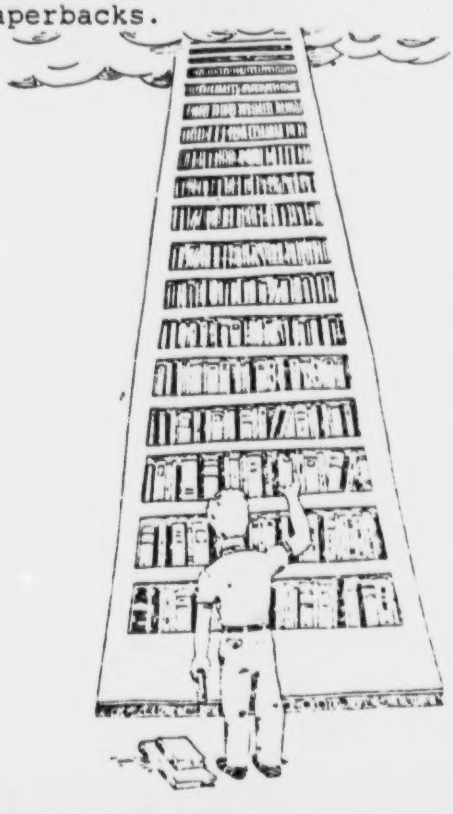
Little, Paul. "The Effectiveness of Paperbacks" Library Journal, Nov. 15, 1979, p. 2411-2416. A readable article on how the Metropolitan Library System of Oklahoma City utilizes paperbacks.

D'Elia, George and Chelton, Mary K. "Paperback Books in Public Libraries" Library Journal, Sept. 15, 1982, p. 1719-1721. Dense but informative report on survey results. Helpful cost comparisons between paperback and hardcover editions and discussions of problems with acquisitions of paperbacks from wholesalers.

Berry, John and Miller, Karen. "The Preference for Paperbacks: an LJ Mini-Survey" Library Journal, Sept. 15, 1981, p. 1687-1691. Excellent overview of how libraries are using paperbacks. Very readable and basic.

Gerhart, Lillian N. "On Reforking the Paperback Revolution" School Library Journal, Sept. 1980, p. 9. Includes an excellent list of advantages in using juvenile paperbacks.

Hartley, Allan. "Paperback Help at Hand" Letter in School Library Journal, Dec. 1980, p.2. Explains what EPA is and how it can help libraries purchase paperbacks.



VI. REFERENCE AND READER ADVISORY SERVICES

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VI. Reference and reader advisory services

Demonstrates:	A	B	C	D
1. general knowledge of all reference and nonfiction collections in the library.	x	x	x	x
2. general knowledge of reference and nonfiction materials for children and/or young adults.	x	x	x	x
3. in-depth knowledge of the reference and nonfiction materials for children and young adults.		x	x	
4. broad general knowledge of picture book, juvenile fiction and/or YA fiction collection.	x	x	x	x
5. in-depth knowledge of picture book, juvenile fiction and/or YA fiction collection.		x	x	
6. ability to assist patrons in locating areas of the library collection pertinent to their needs.	x	x	x	x
7. ability to conduct a successful reference interview and to assist patrons in meeting their informational and recreational needs.		x	x	
8. ability to generate bibliographies and pathfinders on informational and recreational topics.		x	x	
9. ability to booktalk extemporaneously and formally to groups.		x	x	
10. knowledge of available interlibrary loan services.	x	x	x	x
11. ability to use all available inter library loan services.		x	x	

A - a paraprofessional children's and/or young adult librarian supervised by the library director.
B - a paraprofessional children's and/or young adult librarian supervised by a professional children's and/or young adult librarian.
C - an MLS children's/young adult librarian.
D - an MLS children's and/or young adult or youth services coordinator.

Library: Cumberland County Public Library
Address: Administration Office
300 Maiden Lane
Fayetteville, NC 28301
Phone: 919/483-7365
Source: OCCASIONAL PAPERS, #2, SEPTEMBER 1982
Contributor: Gail Terwilliger

READER'S ADVISORY SERVICES

Many people are apprehensive about doing reader's advisory work because they feel they have an inadequate knowledge of the collection -- especially juvenile fiction. Reader's advisory skills are rarely taught in library school; it's usually a skill learned on the job. Anyone willing to spend some time reading can perform this vital service: it takes memory; knowledge of human nature, and a little luck.

There are three general characteristics about patrons:

--Many children are not able to ask specifically for a certain type of books. They often say they want a "good book."

--Most youngsters seem reluctant to ask for help in selecting reading materials for enjoyment.

--When they find an author they like, children will want to read all of the books by him regardless of quality. They need direction to other writers they might enjoy.

To do reader's advisory service well, on any level, the staff must know the collection and the patrons. This means staying on top of what's new not only in the world of books but also of current concern to children. Continuous reading of books, book reviews, reading lists, bibliographic tools and so forth is essential. Pick up a wide variety of types of books and skim a chapter or two. Branch out! Try an animal fantasy, science fiction, or historical work. Don't just ready your favorite type of novel --not all of the children will share YOUR tastes. Discuss what you read with youngsters or other staff who have seen the title. Remember others comments -- quite often you can tell a patron something about the book even if it wasn't a personal favorite.

When new books arrive examine them. Since it's impossible to read each new title entirely try the following: 1) Examine the dust jacket. This contains interesting information about the author (and illustrator), previous works and the title in hand; 2) Check the in-book cataloging for possible subject headings; 3) Look over all the Chapter headings -- these can reveal subject matter and later act to intrigue readers; 4) Skim a bit to get the feel for flavor and style. It's advisable to read the first and last chapters completely as well as one or two in the middle; 5) Take mental note of the books total appearance--illustrations, charts, size of margins and print; finally 6) Try to get a clear understanding of the facets of the book which might be enjoyed by the child to whom you suggest it. Jot down the name of a prospective reader and set the book aside for his next visit.

It is not enough to know books; you must know your patrons. One title can evoke different responses from various readers depending upon their individual needs at the time the book is presented. Talk with the youngsters; learn their preferences and current interests. Ask what they've read and enjoyed. Make the most of your conversations. If you are asked, "Where's your stories?" the unspoken request may actually mean, "I need a short book for a school report." When a patron says, "What's a good book?" inquire as to what the child thinks is good reading. Keep a few lines in mind -- ask if the child has read ARE YOU THERE GOD, IT'S ME MARGARET? or Ellen Conford or Constance Greene. If they have and enjoyed the book/author it gives you a starting point and a idea of their tastes. If the child didn't like the work, find out if a more historical or scientific book is preferred. If the title hasn't been read, of course, you might suggest it. This technique also allows you a few seconds to stall, gather your wits, and think of some other books to suggest. Make notes later of the patron's name and the type of novel preferred. Remember: The Right Book, The Right Child, The Right Time!

Be friendly. You have a great effect on what children think of the library. If youngsters do not receive satisfactory assistance they may not return, ever! Approach patrons. Many will never ask for any help. Be careful of what you say: "Do you need any help?" will usually receive a "No." One phrase used successfully in the catalogue and stack areas is, "Are you finding what you're looking for today?"

Most fiction is not subject indexed in the card catalogue. An informal file 3 x 5 cards is useful. Subject headings found in the CHILDREN'S CATALOG can be used to save time. List as many titles as possible on each card. To satisfy request for "another book like this one," create a Similar To file. This includes books like FELICIA THE CRITIC, authors whose style and subjects are similar to Conford's (i.e., Blume, Sachs, Klein and so forth.) Rely on your available bibliographic sources such as CHILDREN'S CATALOG, CHILDREN'S BOOKS TO GOOD TO MISS, and THE BOOKFINDER. Check sources against your holdings and mark ownership for quick reference.

The guidance work described thus far is designed for individual consultations -- possibly the most time consuming, yet rewarding, for both patrons and librarian. Don't forget, however, book displays, posters, and bulletin boards, reading lists, and book talks all provide advice to a larger audience. Patrons can also advise each other: Keep a notebook on hand for children to jot down opinions of titles they've read. If you are busy with one patron, another one can browse through the notebook for a minute.

Reader's advisory service can be one of the most challenging tasks a librarian attempts because there is not a concrete answer to the patron's question. It can also be the most satisfying when a child comes to you and says, "That book you suggested was great! Can you suggest another?"

Library: Cleveland County Memorial Library
Address: Box 1118
Shelby, NC 28150
Phone: (704)487-9069
Source: PROMOTING YOUTH SERVICES, #42, JUNE 1985
Contributor: Carol Wilson & Wanda Hamilton

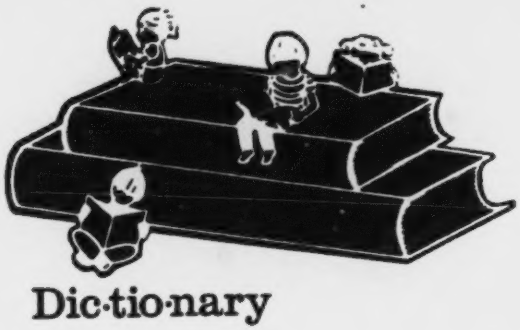
"TEACHER ALERT" PROGRAM

Like most public libraries, the Cleveland County Memorial Library is the main community resource for junior high and high school students working on assigned research projects. However, when many students are given similar assignments at the same time, there are sometimes not enough relevant circulating library materials to go around. The first few students who come to the library check out all the available books, and the rest of the class is left with nothing but reference materials to work with.

In an attempt to alleviate this problem, the staff at the CCML came up with Assignment Alert, a system by which teachers can notify the library in advance about their students' research projects so that appropriate materials can be collected and put on special reserve. The system work very much like the reserve system used in college libraries.

Teachers were sent letters explaining the problem the library was having with equitable distribution of materials and enlisting the teachers' help. Accompanying the explanatory letter were Assignment Alert forms which teachers could use to notify the library about the nature and date of their research assignments. In addition teachers can use the form to specify the lending period best suited to the assignment (library use only, three-day or one-week circulation). When the information about the assignment is mailed in or phoned in to the library, the staff gathers appropriate materials and shelves them together in a bookcase near the main desk. Students are free to browse and choose their own materials and check them out for a limited period.

In the two months since the CCML first initiated Assignment Alert, a number of teachers have made use of the service and have expressed appreciation for it. Their students all had access to necessary materials so that they could complete the project assigned to them.



TEACHER LETTER

Date

ATTENTION TEACHERS:

We are delighted that so many students are using the library for school assignments. However, when the students in one entire class or in more than one class are given similar assignments, there are not enough relevant library materials to go around. Our lending period is normally three weeks, and often the available books on a given topic are checked out by the first few students who come to the library. This leaves us with a few if any books on the topic for the rest of the students working on the assignment. These students then have no choice but to hand in the assignment late or not at all or to rely solely on encyclopedias and other general reference materials to complete their assignment. This problem of equitable distribution of library materials can be solved by limiting the lending period to one-week, three-day or one-day circulation or in-library use only during the period of the assignment.

Attached is a form that you can use to notify us in advance of group assignments which involve library materials. You may send us completed forms directly by mail, or you may phone in the information (487-9096) as least three days before the students are given the assignment. We will then collect the relevant materials and mark them for limited circulation during the period the assignment is in effect. Additional forms are available from your school media center staff.

Please don't hesitate to let us know when we can be of service to you or your students.

Thank you,

The Staff

CLEVELAND COUNTY MEMORIAL LIBRARY

Assignment Alert

TEACHER'S NAME______________________________________

SUBJECT AND/OR GRADE________________________________

SCHOOL____

TYPE OF ASSIGNMENT (CIRCLE ONE)

1. class assignment
2. term paper
3. report

SUBJECT OF ASSIGNMENT (STATE BRIEFLY, GIVE SCOPE)

DATE ASSIGNMENT WILL BEGIN____________________________

DATE ASSIGNMENT WILL BE DUE___________________________

DO YOU WANT RELEVANT LIBRARY MATERIALS HELD ON RESERVE? If so, what length of time can the materials circulate (overnight, 3 days, one week, in-library use only)?

SPECIAL INSTRUCTIONS FOR STUDENTS

SPECIAL INSTRUCTIONS FOR LIBRARY STAFF

SEND COMPLETE FORM TO CLEVELAND COUNTY MEMORIAL LIBRARY, 104 HOWIE DRIVE, SHELBY, NC 28150 OR PHONE 487-9069.

Library: Stanly County Public Library
Address: 133 E. Main Street
Albemarle, NC 28001
Phone: 919/982-0115
Source: PROMOTING YOUTH SERVICES, #37, JANUARY 1985
Contributor: Linda Hadden (now at Duplin County Public Library)

SCHOOL ASSIGNMENTS

BIBLIOGRAPHIES: Many sources of bibliographies are available for student/teacher use; special bibliographies can be prepared with advance notice. A sample of bibliographies appears in this kit.

TEACHER NOTIFICATION FORM: This form which is enclosed is designed to let you know why the student may have been unable to complete his/her assignment. When you receive this notice from a student you can be assured that the public library staff has exhausted all avenues to obtain the needed information.

TEACHER ASSIGNMENT FORM: A sample of this form is also enclosed. This form is for the teacher to fill out and return to the public library prior to assigning the students research projects. You may also call the assignment into the library by contacting either the reference librarian or the children's/young adult librarian. (704-982-0115 or 704-982-1614)

BOOKTALKS: The children's/young adult librarian is available upon request for booktalks. Booktalks may be conducted through a school visit or in the public library. Call at least three (3) weeks in advance to schedule a booktalk.

RESEARCH GROUPS: The reference and/or children's/young adult librarian will be available to help a class doing research if the group is scheduled in advance.

STORYTELLING: The children's/young adult librarian is available for storytelling sessions at the library or in the school, if scheduled in advance.

If you have a question about any of the public library's services, please contact us. We are delighted to help you and the students.

HOW YOU CAN HELP US!

LIMIT the number of students working on the same topic. The first student who reaches the library usually checks out everything on the topic. The public library has a 3-week circulation policy so the material is rarely returned immediately.

Some assigned topics may be information found only in reference materials, the vertical file and periodicals. The materials may not be checked out of the library. Students may make copies (15 cents per page) of these materials. BE SURE that the public library has suitable and adequate materials on your assigned topics.

NOTIFY the reference librarian and/or the children's/young adult librarian prior to assigning your research topics. Enclosed is a form to mail or drop by to the public library staff. You may call the information in to us if you wish.

EMPHASIZE to your students to give us as much information about their assignment as possible. This helps us narrow the sources they need.

You may call to RESERVE circulating materials to be used in the library by a class. The library staff will need to know the specific topic(s), type of materials and the length of time the materials will stay on RESERVE. We will help students find the materials they need to check out.

It is the student's RESPONSIBILITY to find the answers with our assistance, if needed.

TEACHER NOTIFICATION FORM

Library__________________________________Date______________________

Dear Teacher:

____came to the library today. We regret that we are unable to fill the request for ____ because:

1. __________All materials on this subject is in use.
2. __________Reasonable search failed to supply suitable material.
3. __________There are a great number of restrictions on the types of materials your students may use.
4. __________All material on this subject is reference and must be used in the library.
5. __________Further clarification of question is needed.
6. __________We are unable to provide so much on one subject to so many students at once.
7. __________Materials on this subject is in heavy demand by other library patrons not in your class.
8. __________ ____

____

May we request that you give us advance notice of assignments so that we may better serve the students? We would welcome a visit or a call from you.

Sincerely,

____
Librarian

____
Phone

TEACHER ASSIGNMENT FORM

SCHOOL__________________________ DATE ASSIGNMENT MADE__________

TEACHER________________________ DATE ASSIGNMENT DUE____________

SUBJECT________________________ TELEPHONE NUMBER________________

GRADE__________________________ BEST CONTACT TIME______________

Specify the topic(s) the students will be assigned. Be as clear and concise as possible. Continue on the back, if needed.

TOPIC	LENGTH OF PAPER	TYPE OF SOURCES TO BE USED

VII. PROGRAMMING

BEST COPY AVAILABLE

VII. Programming

Demonstrates:	A	B	C	D
1. familiarity with all library programming policies including use of the meeting room.	x	x	x	x
2. familiarity with all specific programming policies as they relate to programming for children, young adults, parents and other adults serving/working with children and/or young adults.	x	x	x	x
3. ability to develop and plan programs that meet library goals and objectives.			x	x
4. ability to plan programs, individually or in series, reflective of patron and seasonal needs/interest.	x	x	x	x
5. ability to plan and produce programs in accordance with child growth and development needs/guidelines.			x	x
6. knowledge of community demographics and ability to plan programs reflective of these indicators.			x	x
7. knowledge of professional materials, print and nonprint, available for program planning and use.			x	x
8. knowledge of materials, print/nonprint to use in programming.	x	x	x	x
9. knowledge of and ability to tell stories and read books to children, young adults, and adults.	x	x	x	x
10. knowledge of and ability to produce and use a variety of storytelling techniques including but not limited to flannel boards, puppets, props, etc. where/when appropriate.	x	x	x	x
11. knowledge of and ability to use child related activities such as songs, games, fingerplays and crafts in programming.	x	x	x	x
12. ability to encourage reading through booktalks to children, young adults, and parents.			x	x
13. ability to plan/prepare/produce programs with/for other child care providers i.e. daycare workers, children's literature classes, school librarians.			x	x
14. ability to develop or adapt evaluative instruments for assessing effectiveness of programs.				x

A - a paraprofessional children's and/or young adult librarian supervised by the library director.
B - a paraprofessional children's and/or young adult librarian supervised by a professional children's and/or young adult librarian.
C - an MLS children's/young adult librarian.
D - an MLS children's and/or young adult or youth services coordinator.

LIBRARY INITIATED PROGRAMS AS A RESOURCE

An Interpretation of the LIBRARY BILL OF RIGHTS

Library initiated programming is a library resource that provides information, education, and recreation to library users. Library initiated programming utilizes library staff, books, library and community resources, resource people, displays, and media presentations. The library often incorporates cooperative programming with other agencies, organizations, and educational institutions, as well as other resources, to communicate with library users. Library initiated programs should provide "for the interest, information, and enlightenment of all the people of the community the library serves," as stated in Article 1 of the LIBRARY BILL OF RIGHTS.

The American Library Association believes that library sponsored programs, as well as library resources, "should not be proscribed or removed (or cancelled) because of partisan or doctrinal disapproval" (Article 2 of the LIBRARY BILL OF RIGHTS).

A written policy on library initiated programming, approved by the library's policy-making body, should reflect the library's philosophy regarding free access to information and ideas. Similarly, concerns expressed regarding library initiated programs should be handled as they are for library resources.

Selection of library program topics, speakers, courses, classes, and resource materials should be made by library staff on the basis of the interests and needs of library users and the community. Library programming should not exclude topics, books, speakers, media, and other resources because they might be controversial.

Adopted January 27, 1982 by ALA Council.

Library: Durham County Library
Address: 300 N. Roxboro
Durham, NC 27702
Phone: 919/683-2626
Source: PROMOTING CHILDREN'S SERVICES, #14, FEBRUARY 1983
Contributor: Kay Taylor

VOLUNTEERS

Both the main library and branches of Durham County Library use youth volunteers regularly, primarily in the summer. This report relates only to the experiences of the main library.

Being one of the largest libraries in the state, but lacking in automation, DCL has numerous opportunities for youth volunteers. The primary goal of our volunteer program is to provide assistance to the staff in completing the time-consuming, routine, day-to-day clerical tasks. Sandy Roberson, Children's Room Librarian, and I established the following criteria for youth volunteers for the summer of 1982:

1. minimum age 12
2. normal length of commitment - 8 weeks
3. schedule must be arranged in advance and same schedule followed weekly
4. volunteers work a maximum of 2 hours per week unless they have had prior volunteer experience in the Children's Room
5. no more than 2 youth volunteers may be scheduled at any one time
6. volunteers must complete job assignment before requesting another
7. volunteers must be able to work independently with minimum supervision

With these requirements, we were able to provide satisfactory experiences in most instances. Ten of the thirteen youths worked two months, 7 worked for 3 months.

Clerical help is the most pressing need in the Children's Room. The volunteers performed the following tasks.

1. Collated, stapled materials
2. Counted out summer reading materials for distribution to schools and branch libraries
3. Showed films
4. Alphabetized and filed (with flags) catalog cards
5. Sorted and arranged daily circulation cards
6. Pulled on order cards for new books
7. Shelf read
8. Occasionally shelved books
9. Sorted RIF books
10. Assisted with displays

The Young Adult Librarian also had youth volunteers, but she offered an option of only two different times during the week.

This resulted in groups of volunteers and group projects which generally required staff supervision. One project was producing a puppet show. Part of the appeal of this youth program was that it allowed a lot of socialization. Upon evaluating the program the YA librarian concluded it was more effective for the library to have the volunteers "farmed out" to various units within the library to work on separate projects.

The volunteer schedule was entered on the calendar so that staff knew who to expect each day. Assignments were planned in advance and explained to the volunteers at the beginning of each work session.

In addition to the youth volunteers, the library uses many adult volunteers. Our best sources for recruitment of adults have been Junior League, Retired Senior Volunteer Program (RSVP) and Volunteer Services Bureau. In the summer adult volunteers generally assisted with summer reading club by listening to children's book reports.

Participation was very good. While I cannot give a breakdown by category (ie. youth, adult), the total number of volunteer hours in the Children's Room for the summer of 1982 was as follows: May 140 hours, June 227 hours, July 237 1/2 hours and August 251 hours.

Another potential source of youth volunteers that should not be overlooked is NC School of Science and Math students. Each student is required to give a certain number of hours to community service, either during or immediately before or after his/her Junior year. One option is a summer placement of 40 hours **in their home town**.

Anyone wishing a copy of DCL's volunteer handbook (not wonderful graphically, but does give volunteers basic information about what is expected), please address request to Kay Taylor, Head of Community Services.

WORK ASSIGNMENT SHEET

Date________________________________

To____________________________________From________________________

Please do the following tasks. The work needs to be completed by ____________________.

1. ____
____

2. ____
____

3. ____
____

Library: Forsyth County Public Library
Address: 660 W. Fifth Street
Courier 223
Winston-Salem, NC 27101
Phone: 919/727-2556
Contributor: Cal Shepard

KIDS' CLUB

KIDS' CLUB is a new club for children ages 10 - 14 sponsored by the Forsyth County Public Library Headquarters. It was started because:

1) Little programming was currently being done for this age group and

2) Library use often declines among children this age.

The club meets every third Saturday at the library. Nobody came to the meetings scheduled during the week! The meetings were fairly structured at first - consisting of book talks, film screenings, new book reviews and eating snacks. Meetings grew more informal as club members got to know each other and had more input in club activities. Presently the club decides as a group what projects and activities they want to undertake with suggestions and guidance from the librarian. They regularly design and produce bulletin boards and make up crossword puzzles. They have also gone out for a pizza lunch which was donated to the club. Also donated were T-shirts with KIDS' CLUB stenciled on the front. The KIDS' CLUB present project is producing a puppet show for younger summer reading club members.

Volunteering is an integral part of KIDS' CLUB. Each member is encouraged to sign a contract and get a time sheet. The volunteer and the librarian (and sometimes the parents!) try to determine a set time each week for the child to work. They usually work one to two hours a week. These volunteers perform a number of services in the children's room ranging from straightening toys and books to typing and filing.

The ingredients that make KIDS' CLUB a success are personality, flexibility and enthusiasm. You have to have all three to deal with this age group with any measure of success. And most of all - keep trying!

Library: Henderson County Public Library
Address: 301 N. Washington Street
Hendersonville, NC 28739
Phone: 704/693-8427
Source: PROMOTING YOUTH SERVICES, #35, NOVEMBER 1984
Contributor: Christopher Barr Lindsay
(now at Grand Rapids (MI) Public Library)

VOLUNTEER TUTORING

In an effort to offer an effective and positive response to the problem of poor reading scores, the Henderson County Public Library, in cooperation with the county school system, organized a program to give free one-on-one tutoring in reading to area children. The program has been virtually an unqualified success. Parents, tutors, and children have all found the program worthwhile. We are excited about planning next year's tutoring. Here is a sketch of the mechanics of the program:

1. February - Contact reading specialist for county schools to enlist her talents. Together we produce three forms to be distributed.
    a. letter to teachers - explains programs, and outlines the type of child who is a good candidate for the program.
        1. motivated
        2. no severe learning disabilities
        3. cooperative parent or parents
    b. referral form - gives names, grade, sex, interests, favorite book or authors, reading level, specific reading deficiencies, family vacation dates, preferred day or time for tutoring.
    c. letter to parents - explains program

2. March - Distribute the above three forms to classroom teacher. Promote the program by enlisting help from principals. Set a deadline of April 15, by which time parents must return referral form to the library in person. Number incoming forms to insure first-come, first-served fairness.

3. Early April - Recruit volunteers. Newspaper articles, radio appearances. We produce a flyer which was inserted in the monthly newsletter of a recreational organization that attracts many active retirees. Other sources: church bulletins, (AARP) American Association of Retired People, (AAUW) American Association of University Women. Announce training schedule.

4. Late April - Distribute Tutor Interest Inventory forms to volunteers. Determine tutors' preference of age or sex of child, interests and hobbies, vacation data.

   Plan series of four (4) tutors' training sessions to be held in May. County teaching and counseling personnel provide most of the training. Library personnel provide information on type of materials, equipment, and services.
5. Early May - Match children with tutors by use of completed forms. Order inexpensive trinkets (erasers, stickers, pencils, bookmarks) for tutors to give as rewards. Begin training.

6. Late May - Have tutors contact children's parents directly to arrange convenient day and time for regular tutoring sessions. Keep master file for tutors and children. Encourage tutors to contact teachers if more information is needed.

7. June - Program begins as soon as school is out. All children should join the summer reading club. Books used must be library books. No textbooks or workbooks allowed.

8. August - Hold a tea to show appreciation to tutors and children. Have certificates of achievements for children, pins for tutors. Ask tutors to complete a brief evaluation form. Both school and library personnel should preside at tea to highlight inter-agency cooperation.

9. September - Review evaluation forms received. School personnel seek feedback from teachers, do testing of children from program in cases where detected problems are suspected.

Library: High Point Public Library
411 S. Main Street
High Point, NC 27261
Phone: 919/887-3006
Source: PROMOTING CHILDREN'S SERVICES, #13, JANUARY 1983
Contributor: Lou D. Saunders

VOLUNTEERS: LIBRARY HELPERS CLUB

This summer as part of the summer reading program at the High Point Public Library, a Library Helpers Club was started. This program was designed

1. to give the older children of High Point who visit the library something more to do than just reading books and having booktalks,
2. to give these children a better understanding of the operation of the library and its services,
3. to help the Children's Services staff give better and more effective service to the public.

The grade levels who participated were children who had completed the fourth to eighth grades. The session length was five (5) weeks and each child was required to complete ten (10) hours of volunteer time for a certificate and fifteen (15) hours of volunteer time for an extra prize. A meeting was held each week for forty-five (45) minutes to one (1) hour. This time was counted to a specific day and time. Each volunteer was required to commit himself to a specific day and time in which they would work. Each volunteer was required to sign in and out and be responsible for seeing that his time was recorded and signed (or initialed) by one of the Children's Services staff members.

Library Helper duties included:

a. Shelving of books (easy, paperback, fiction, nonfiction with the help of a staff member)
b. Operation of Audio-Visual equipment (record player, small filmstrip machine, film projector with the help of a staff member)
c. Discarding of books
d. Helping at regular library programs (regular storytimes, set-up for storytimes, craft projects)
e. "Counter" at all library programs (counting the number of people attending programs)
f. Helping with registration of children for summer reading program and storytimes
g. Being a "Library Listener" (listen to children practice their reading or reading to children who cannot read in the Story Corner)
h. Helping with special programs and workshops
i. Helping to keep supplies available for use (reading records, certificates, prizes, and other materials needed for the general operation of the children's library)

As a general rule, the program met all its goals. But there were a few problems encountered. Approximately 54 children signed up to be library helpers and about fifteen (15) more wanted to participate. Of this large number, only about twenty (20) children completed the amount of time needed for the certificates. With so many children, there was never enough staff time to organize jobs for these children to do. Other departments helped a great deal by providing some work that the children could do. Because of the large number of children interested and involved, another program for this age level will have to be implemented as an alternative to the Library Helpers Club. As with any group of children there were those who only wanted to do what they wanted to do, when they wanted to do it, and with whom they wanted to do it. A rule had to be implemented to handle this situation.

The Library Helpers Club was a very good and worthwhile part of the summer reading program at the High Point Public Library. It benefited the staff and the children who participated. This was the first time anything like this had been tried but it will not be the last. There are always problems to arise in something that is new and untested but there are always solutions and other avenues to be taken and tried. The first step has been made in implementing this program at the library and next summer this will be a better program.

Library: Henderson County Public Library
Address: 301 North Washington Street
Hendersonville, NC 28739
Phone: 704 693-8427
Source: PROMOTING CHILDREN'S SERVICES, #18, JUNE 1983
Contributor: Christopher Baar Lindsay
(now at Grand Rapids (MI) Public Library)

LIBRARY PROGRAMMING FOR TODDLERS

The traditional preschool story-hour or picture-book session has long been a mainstay of public library service to children. These programs, offered to children three years of age and older, have most often provided the earliest group experience at the public library. Indeed in PRESCHOOL STORYHOUR Vardine Moore wrote in 1972, "Authorities agree that until the age of three, most children have a very short span of attention and are not ready for group activities."1 Yet the evidence that has been mounting for years clearly indicates that children well below the age of three are not only ready for group experiences but are uniquely receptive and responsive to the kinds of programming that the library can provide. As Dr. Burton L. White, Director of Harvard University's preschool project wrote, "After 17 years of research on how human beings acquire their abilities, I have become convinced that it is to the first three years of life that we should now turn most of our attention."2

To those who have not initiated toddler programs, the idea may smack off the superbaby syndrome which is motivating parents to enroll their two-year-olds in violin lessons and computer workshops. The truth is that toddler programming is quite the antithesis of this movement. Its goal is to enhance the most basic and natural developmental tasks of the toddler-acquisition of language, parallel play, fine and gross motor development.

Over the past several years, children's librarians in increasing numbers have begun offering group experiences for toddlers. Yet a search of the literature has yielded relatively few articles that provide enough concrete guidelines and suggestions for organizing and conducting toddler programs. Since October of 1982, the Henderson County Public Library, Hendersonville, NC, has offered some 50 toddler sessions. Along the way, we have learned a great deal from those we have served - both the children and their parents or caregivers - which might be helpful to those who are beginning toddler programming.

We define toddlers as children from 18 months to three years of age. The simplest way to assess the need for and interest in such a program was, of course, to make informal inquiries among parents bringing toddlers to the library. Response from these inquiries and word-of-mouth among parents resulted in two full groups of ten children each and a waiting list that continues to grow. If additional publicity were needed, preschools are usually more than willing to include information about library programs in their mailings to parents or to distribute flyers, and preschool children often have toddler siblings who are anxious for some activity of their own to mirror the older child's school experience.

For scheduling, mid to late morning seems to be the only workable time for our patrons. Afternoons are out since nearly all toddlers nap sometime in the afternoon. We surveyed both working and non-working mothers to see if interest existed in evening toddler programs. The great variations among families in dinner hours, bedtimes, and outside commitments appear to make evening sessions unworkable. The complication of providing supervision for older siblings also arose. Typical of the survey responses were there: "Since my older boy is in school all day, I like to have evening time with him", and "By the time I get everybody fed and bathed, it's almost bedtime." If morning sessions are timed to end shortly before local preschool dismissals, mothers can most conveniently combine the pleasure of a special time with their toddlers and the demands of carpools.

Since preregistration was required, name tags were ready for the children's first visit. Heavy tagboard is a must, since tags tend to be chewed. Thin nylon macrame cord was attached to the tags so that they could slip easily over the head. Since head sizes vary so, we left them untied and let mothers fasten the tag by knotting the cord. We have read a suggestion that the storyteller wear a name tag too. We found this quite superfluous since the children can't read, the mothers knew our names after the initial introduction, and a brightly colored dangling name tag distracts the child's attention away from the book.

Distractions are, perhaps, the greatest threat in programming for toddlers. The activity area should be as quiet and as subdued as possible. In each group, there seems to be one child who is prone to wander around during the story. While a certain amount of movement is to be expected, it can easily start a chain reaction. Requiring mothers to sit on the floor with the child helps. The greatest boom we found were the familiar carpet sample squares. Each child chose a square upon arriving for Toddler Time. (This often became an opportunity for a color recognition game while waiting for the session to begin). Defining each child's space so clearly dramatically reduced the urge to wander.

Virtually all children's librarians are familiar with the notion of an opening ritual to begin each session. An article in SCHOOL LIBRARY JOURNAL suggests the lighting of a candle with an appropriate incantation for "storytime magic."[3] Especially with children so young, the presence of an open flame and the possibility that the child might independently attempt to imitate the behavior, since imitation of adults is a strong characteristic of the toddler, led us to choose instead the ringing of a small pleasant brass bell. Each week's session began with the ringing of the bell, followed by the familiar "Open Them, Shut Them" fingerplay, then the introduction of the week's puppet host. The host provided the introduction to the week's theme. Ordinarily, this was comparatively simple with themes such as dogs, bears, and rabbits. Occasionally the link was somewhat more tenuous - a dog introduced the theme of cars because, it was explained, dogs like to ride in cars. For the theme of The Ocean and The Beach, a simple paper plate puppet, Sam and the Clam, was improvised.

It is quite possible, of course, for a single storyteller to present a toddler program. From the beginning, however, we opted for a team of two staff members to present each program. The team approach has several advantages. It provides for alternating styles and voices which quicken the pace and provide the variety demanded by short attention spans. It provides another pair of hands so that while one staff member is playing the guitar, autoharp, or piano for a song, the other can be leading children through the accompanying motions. It offers more individual attention to each child. Finally, it provides comforting continuity so that in the event of one staff member's absence, the children are not disturbed by the presence of a stranger who is pinch hitting.

Sessions run once a week in a ten-week series. Each session lasts 20 minutes. Within that 20 minutes, the usual pattern is as follows:

Ringing of bell
"Open Them, Shut Them"
Introduction of puppet host
Book
Song
Book
Fingerplay
Book or flannelboard
Song
Activity

It is obvious, given the number of elements in each session and the time available, that only about two minutes is devoted, on the average, to a single element. Many people who have had experience with their own toddlers may be surprised that only the briefest of books are chosen for our toddler programming. The attention span of the toddler who is curled up besides Mama in a familiar armchair at home alone is much longer than that of the same toddler in a room with nine or more other children and their parents and the stimulation of new surroundings and experiences. Therefore, very short books (Barbro Lindgren's SAM books, Kay Chorao's KATE books, Shigeo Watanabe's BEAR BOOKS, and Eric Hill's SPOT books are good examples) are chosen, along with simple, lively songs and uncomplicated fingerplays.

A simple, hands-on activity concludes each session. This is perhaps the greatest challenge to the programmer's ingenuity. Not only are the motor skills still quite limited during the toddler stage, making the use of scissors and others are basics beyond their ability, but few libraries are equipped to handle anything approaching the mess that could be produced by a dozen toddlers and several pots of fingerpaint. Yet the activity period is an integral part of the toddler-time experience. On most occasions, it provides the toddler with something tangible to reinforce the session's theme, a springboard to later conversation between parent and child. On all occasions, it involves as many of the senses as possible. After a storyhour on Growing Things, we planted lima beans in clear plastic glasses and the children discussed their progress each week. After the theme of Cooking, each child added a healthy ingredient which we supplied (raisins, banana chips, and such) to a large bowl and stirred the mixture, then we shared the results. For an activity appropriate to The Ocean and The Beach, we made sand paintings on construction paper. Some activities are less elaborate, a simple matter of selecting pre-cut magazine pictures appropriate to the theme and gluing them on paper.

Sources of free and inexpensive aids are plentiful, and often from the material itself springs the idea. Styrofoam meat trays from the supermarket are ready-made picture frames. Wallpaper sample books are a gold mine. Cotton balls make great snowmen. The use of glue - one of the toddler's favorite media-inevitably lead to drips and globs. We found the perfect solution at the supermarket. Frozen vegetables come in boxes slightly larger than 8 1/2" x 11". Markets generally cut the boxes open about 1" from the top, leaving a perfect try into which construction paper fits neatly. A bit of masking tape to cover the open seam along the center of the box top, and the trays keep furniture, carpet - and usually child - quite free of drips. They seem to last indefinitely.

At the close of each session, a sheet listing the theme, the puppet host's name, the books, and their authors, and the words to songs and fingerplays is distributed to parents. Often we have a selection of other books on the theme available, feeling free to choose a slightly longer books for lap reading.

The proof of whether a program is meeting needs or not comes, of course, from patron response. Since toddler programming is a labor-intensive activity, documentation is important to justify the relatively large expense in personnel to serve a relatively small number of patrons. After several drafts, we arrived at an evaluation form for parents which we feel provided both the patron input and the program justification which was required.

Toddler Time Evaluation

How did you hear about Toddler Time?

_____attended before
_____friend
_____library staff
_____other

How many of the ten sessions did your child attend?_____

Please rate your Toddler Time experience as follows:

	Excellent	Good	Fair	Poor
Story Content				
Presentation				
Appropriateness				
Music and Fingerplays				
Creative Activities				

Were the take-home sheets helpful?_____

Did you do some of the songs and fingerplays at home?

_____Often _____Sometimes _____Seldom _____Never

Did your child discuss Toddler Time spontaneously at home?_____

Have you observed any growth (verbal, motor, social) in your child which you feel is related to his or her Toddler Time experience?
If so, please explain.

Would you like to see Toddler Time offered again?

Comments and suggestions:

The response to the question about growth attributable to Toddler Time serve as the most persuasive argument that such programming is a vital part of our work as children's librarians. Among the comments were these: "Attention span increased; motor skills increased too"; "talks more in sentences"; and "it is a very rewarding experience to watch my child learn."

Perhaps most thrilling, and most illustrative of the importance of toddler programming in meeting the goals of children's librarianship, was the remark which read, "Before he wasn't talking - now has started talking about books, books, books"!

BIBLIOGRAPHY

1. Vardine Moore, PRESCHOOL STORY HOURS, second edition. (Metuchen, N.J.: Scarecrow Press, 1972) p. 8.

2. Burton L. White, THE FIRST THREE YEARS OF LIFE. (Englewood Cliffs, N.J.: Prentice-Hall, 1975), p. xi.

3. Juliet Kellogg Markowsky, "Storytime for Toddlers" in SCHOOL LIBRARY JOURNAL 23:9 (May 1977), p. 30.

Library: Forsyth County Public Library
Address: 660 Fifth Street
Winston-Salem, NC 27101
Phone: 919 727-2556
Source: PRESCHOOL PROGRAMS, #2, FEBRUARY 1981
Contributor: Bonnie Fowler

GUIDELINES FOR TODDLER STORYTIME

These are specific ideas for storytime for the very young (18-24 months).

1. The program should contain an assortment of short stories and activities lasting about 20 minutes.

2. Publicity should include a request for preregistration, which may be conducted over the phone. Preregistration gives the librarian a chance to speak with the parent about his or her responsibility at the storytime program.

3. Limit the size of your group as you think necessary according to space limitations, storyteller's experience, etc. Remember that ten children registered means twenty people in all at the program (ten children plus ten adults).

4. Choose the story areas very carefully. The younger children are, the more easily distracted they can be. Not only should the area be fairly quiet, but the storyteller should sit in a place where there are very few distractions around him or her. (i.e., do not sit in front of a window or walkway.)

5. If possible, make name tags for the children and storyteller. Talent is not a necessity; simple, colorful triangles or circles with names, taped onto the children work very well.

6. Ask parents to sit with their child. Some children will feel threatened or afraid of what may be their first group experience. A parent nearby is comforting for the child and can be helpful during some of the planned activities.

7. Begin the storytime with an activity that will draw the child's attention to the storyteller. This may be any simple song or fingerplay. It is advisable to use the same activity at the beginning of each program.

8. Two or three books may be used during the storytime. Concept books, well known tales and very simple stories about familiar things work well. Books which involve the children by asking questions are popular.

9. Flannel board stories and puppet shows are also very popular. Just remember to keep it simple!

10. Between stories, always stretch, sing or play "Let's Pretend." But avoid letting the children get too rowdy or they will not calm down for the next story.

11. Remember that the simplest ideas cam be made into an activity. If the story is about trains, imitate the sounds of a train. If the story is about a caterpillar, let fingers become creeping caterpillars.

12. At this age especially, children love repetition. Don't hesitate to repeat a fingerplay, song or even an entire story, if the children seem to have enjoyed them. For example, a flannel board story can be repeated with the children placing the items on the flannel board the second time through.

13. Storytime may also include a more challenging activity such as playing rhythm band instruments, pasting color shapes, or making simple, no-bake cookies. This is an excellent opportunity to involve parents in the storytime.

14. A FINAL NOTE: More than older children, toddlers like to wander around the room during the storytime. They also sometimes refuse to participate in the songs or other activities. As the storyteller, try to include these children but do not make an issue of their lack of participation. Often after a few meetings, these children will feel more at ease and will willingly participate.

Library: Burke County Public Library
Address: 204 South King Street
Morganton, NC 28655
Phone: (704) 437-5638
Source: PRESCHOOL PROGRAMS #54, June 1985
Contributor: Leanne Seaver Avery

TWO YEAR OLD STORYTIME

Two Year Old Story Time is designed to be an introduction to books, the public library, and socialization with other children. It is intended to be a shared experience between parent (or other adult) and child that will be reinforced at home during the week.

Each week a different theme will be explored using short picture books, fingerplays, songs, and activities such as an obstacle course, tasting party, or a simple craft. With crafts the emphasis is on the process NOT the product; please don't make the craft for your child. It is helpful, however, it you do the fingerplays (or sing the songs) with your child.

Reactions of two year olds to the program will vary; most likely there will be a progression from a lack of involvement to some level of interaction over the 10-week period. Do not be concerned if your child is very shy, or is unable to sit still at first. Most children this age have had little exposure to group experiences and they will open up more and have a longer attention span within a few weeks. Many children remain shy the entire ten weeks, but at home in between Story Times they will talk about the books and do the fingerplays.

Please try to attend each Story Time in the 10-week session; space is limited and each week builds upon another. If you know beforehand that you will have to miss two or more please let me know. Also, since each program is only 20 minutes long it is very important that you be on time (it is also very distracting to the children to have people come in late).

Note: This statement is followed by an extensive schedule of the ten weeks of programming. For that schedule refer to Preschool Programs, June 1985, #54, pp. 2-4.

Library: Wake County Office Park
Wake County Department of Library
Address: 4020 Carya Drive
Raleigh, NC 27610
Phone: 919/839-7000
Source: FLYER
Contributor: Ron Jones & Children's Services Dept.

WHAT IS TODDLER TIME?

Toddler time is designed to be the first group library experience for children ages eighteen months to three years old. It provides the parent and child an opportunity to share, listen and enjoy stories together.

WHO IS INVITED?

Both toddler (eighteen months to three years) and their parents.

WHEN?

Times and dates vary from branch to branch.

HOW LONG?

Approximately 20 minutes of stories, rhymes, puppets or songs. A toddler's brief attention span requires a short program with a variety of simple activities.

HOW CAN PARENTS HELP?

PARENTS are asked to sit with their child since this may be their first group experience. A parent close by can provide the necessary, immediate attention that toddlers require.

IT is unrealistic to expect perfect behavior. Toddlers may have the urge to wander and be unwilling to participate. Parents are encouraged to direct the child's attention to ongoing activities. If the child continues to show no interest, perhaps he or she is not yet ready for the program.

PARENTS are encourages to assist their child in selecting and checking out books. Feel free to ask the children's librarian for suggestions.

CARY TODDLER TIME

Monday, April 2 Tuesday, April 3 10:00-10:20	UNDER THE BIG TOP
Monday, April 9 Tuesday, April 10 10:00-10:20	QUACK, QUACK
Monday, April 16 Tuesday, April 17 10:00-10:20	CLUCK, CLUCK
LIBRARY CLOSED April 23 for	EASTER MONDAY
Tuesday, April 24 10:00-10:20	BOATS AND MORE BOATS
Monday, April 30 Tuesday, May 1 10:00-10:20	IT'S RAINING, IT'S POURING
Monday, May 7 Tuesday, May 8 10:00-10:20	MOTHERS ARE SPECIAL
Monday, May 14 Tuesday, May 15 10:00-10:20	DO YOU WANT TO BE MY FRIEND

Note: We will begin our eight week Summer Toddler Time series on Monday, June 18.

Library: North Carolina State Library
Address: 109 E. Jones Street
Raleigh, NC 27611
Phone: (919) 733-2570
Source: PRESCHOOL PROGRAMS, #1, JANUARY 1981
Contributor: Diana Young

GUIDELINES FOR PRESCHOOL PROGRAMS

A Preschool child's first library experience will set the pace for future visits. It is a time for sharing, listening, enjoying books, and making outside the family contacts that guide his/her future reading habits. It gives the child a chance to learn new words, new ideas, and to develop social relationships.

1. Set the time of the program so that it does not conflict with parents or the library's set routine. Mornings don't interfere with afternoon naps.
2. The program should hold the children's attention, usually 30 minutes.
3. When a program reaches 30 children it should be broken into two groups.
4. To enjoy the program children should stay alone. Parents are very distracting and can cause a break in the program rhythm. A child is ready to attend a preschool program when he can stay alone.
5. Choose a quite corner of the library for the program. If an auditorium is used, use only the amount of space required to give a warm sharing feeling. Sitting on the floor in a semicircle, with the storyteller only slightly elevated (low stool for large group), or sitting on the floor with the children is preferred.
6. Greet the children with confidence. This is accomplished by knowing your material ahead of time. If the use of media is planned, preview the media ahead of time. Know what books can be used with media. Have them available during the program. If picture books are used, know the story well enough to read it sideways; if a story it told, have the book there to follow up the story. Prepare ahead of time, prepare more material than is needed, always be ready to add to or delete part of the prepared program. Expect the unexpected!
7. Prepare the children for the program. Give them a chance to talk, get their wiggles out and settle down.
8. Prepare the program magic (mood) - a music box or lighted candle (kept well away from the children) helps to create the mood.
9. Have at least one break from sitting during the program. Finger games, songs, and creative dramatics are good breaks. Offer as much human contact as possible. If media is used sing with it. Do not expect the children to do anything you are unwilling to do yourself.

10. For the conclusion of the program, take the children to the picture book shelves and let them look at books. This is very important. It ties the program back to the library and to the books. IF the preschool program is done as outreach (away from the library), take a box of books along for browsing.
11. If toys are used, shorten the program and take time to tie the toys back to the books.
12. Most of all give yourself to the children. If you like the program you are doing, the children will pick up your enthusiasm and share themselves with you. Have fun!

Library: Wake County Office Park
Address: Wake County Department of Library
4020 Carya Drive
Raleigh, NC 27610
Phone: 919/839-7000
Source: PRESCHOOL PROGRAMS, #65, May 1986
Contributor: Ron Jones and Children's Services Staff

WHAT IS PRESCHOOL STORYTIME?

Preschool storytime is a 30 minute program of stories, songs, finger plays, puppets and films. It gives the child a chance to learn new words, new ideas, and the opportunity to make new friends. A preschool child's first storytime experience will set the pace for future visits. Parents and children are encouraged to extend the magic of storytime finger plays and experiences with family and friends at home.

WHO IS INVITED?

Parents and their three, four, and five year olds. Bring only children who are attending Preschool Storytime. Older and/or younger children should not be a part of this program.

WHEN?

Times and dates vary from branch to branch.

HOW CAN PARENTS HELP?

Parental support is essential in making storytime an enriching experience for the child. Please do not send food or toys to storytime.

Parents may choose to browse in the library to remain with their child during storytime. If you are staying with your child, sit close by, participate in songs and fingerplays and by your courteous attention, set an example of polite group behavior. If you choose to browse for books during the program, assure your child you will be close by and waiting at the end of the program.

Parents are asked to remove disruptive children from storytime to allow other children to benefit from the program.

Note: The fold over flyer includes a bibliography of books for parents. See preschool programs #65, May 1986 for graphics and titles.

Library: Cumberland County Public Library
Address: 301 Hay Street, P.O. Box 1720
Fayetteville, NC 28302
Phone: 919-483-7365
Source: PRESCHOOL PROGRAMS, no. 14, February 1982
Contributor: Gail Terwilliger

THE PRESCHOOL STORYTIME

The good story time provides the occasion to bring together young children and books in a joyous meaningful situation. Here, they have the opportunity to browse through a larger collection and make their own selections for borrowing books to take home.

Books and stories are only a part of the story time program, although they are the motivation for presenting a wide choice of related materials and should never be subordinated. Along with stories and books, there is value and good reason for including art, music, poetry, fingerplays, nursery rhymes and jingles, rhythm, simple dramatization and films. Not only is the program enriched by diversity of activity with a change of pace it is a recognized need for the children of preschool age.

Every preschool program has a specific theme--each chosen to teach children about the world around them while hopefully instilling in them a love of books. The age of the children determines the specific content and length of each program. Therefore, children attending preschool storytimes must be at least three years old and be able to leave their parent for the length of the program (approximately 45 minutes).

Purpose of Preschool Time:

1. To introduce to young listeners the pleasure of good books.
2. To serve as a significant contribution to a child's motivation to read.
3. To help a child learn to sit quietly, to listen to the beauty of words, and to look at pictures with seeing eyes.
4. To help a child participate in a group experience.
5. To experience with language--expands child's vocabulary, exposes a child to words rich in sound, color, and order.
6. To provide a training ground on behavior for subsequent story times.

Characteristics of Books to be Used for Preschool Programs:

1. Good characterization and plot--a good story for telling
2. Careful and appropriate use of language.
3. Integration and balance of pictures with text so that the two move together.
4. Illustrations large and clear enough in detail to be easily seen.
5. Familiar theme which recreates the real world for children.

Library: Edgecombe County Memorial Library
909 Main Street
Tarboro, NC 27886
Phone: 919-823-1141
Source: PRESCHOOL PROGRAMS, #19, JULY 1982
Contributor: Linda Hadden, Director, Duplin County Library, 1985

PRESCHOOL STORYTIME POLICY

Through public libraries in the U.S., the preschool story program has been an invaluable asset to parents and children as an early learning experience, introducing the young child to books, fingerplays, action rhymes, creative dramatics, and other related activities.

The preschool program is designed specifically for children who have reached the age of three and not older than six years. Time and experimentation have proved that a three-year-old's attention span is short (about 3 minutes). and because of this, a program of about 25 minutes is recommended by experts. It has also been proven that, although some children under the age of three can sit quietly for a very short period of time, they generally cannot last throughout a 25-minute program. Based on this information and past program experience with preschool-aged children, our newly designed preschool story program leader is requesting that parents/guardians/teachers cooperate with the library by not registering or bringing children who have not yet reached the age of three to the program. We also ask that the parents not remain with their children during the program but do remain in the library. Teachers are asked to remain with their groups unless cleared with the librarian. The parent or guardian may utilize this free time to browse for his/her own reading materials or materials for the child.

Registration is required, but no child will be turned away unless he has not reached the age of three. Registration forms will be utilized for statistical purposes, maintaining a record of the youngster's address and for the purpose of making name tags for each preschool story program. The name tag will be a remembrance for the child of his story program times.

We are happy to welcome your child/children and you to our preschool programs and hope that everyone will benefit from the program.

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Library: Hyconeechee Regional Library
Orange County Public Library
Address: 300 West Tryon Street
Hillsborough, NC 27278
Phone: 919/732-8181
Source: PRESCHOOL PROGRAMS , #55, JULY 1985
Contributor: Edna Jo Gambling

Dear Parents:

The Public Library Preschool Storyhour has been a valuable asset to children and parents as an early learning experience. We offer preschool storyhours for children ages 3, 4, and 5 to help them:

- Gain independence (It is requested that only the storyteller and the children be in the storyhour place.)
- Adjust to being part of a group; share an adult's attention with other children.
- Hear some of the finest children's books; see some of these books in film form.
- Participate in fingerplays, action rhymes, creative dramatics, and other related activities.
- Become familiar with the materials available in the library (books, puppets, records, films, and filmstrips).

Leaving parents for a storyhour or any other new experience can be difficult for some children, but children are ready for new experiences at different times and in different ways (their own). Every child develops at his/her own rate, and each new occasion may stimulate a different response.

As far as we are concerned there is no "right" way. Some children may come to the library each week, go into the storyhour place knowing that a parent will be nearby, but not be ready to stay. Some may remain with the group for part of the session, then need to be with a parent. Some children may come and stay as long as the activity lasts. Any of these reactions as well as a variety of others are normal and acceptable behavior.

If your child does not want to stay during some part of the storyhour, he/she may need simple reassurance. The child who leaves the group may be ready to go back and remain in the storyhour session. If your child comes out of the group more than once while it is in session, please respect his/her need to be with you and do not disturb the storyhour by insisting that the child return.

We ask that children register for preschool storyhour. These forms are used for statistical purposes and for maintaining a record of addresses.

We are happy to welcome your child and hope that these preschool storyhours will be a positive rewarding experience.

Sincerely,

Edna Jo Gambling
Coordinator of Children's Services

Library: High Point Public Library
Address: 411 South Main Street
High Point, NC 27261
Phone: 919/887-3006
Source: FLYER
Contributor: Julie Dornberger

PRESCHOOLS, DAY CARES AND HIGH POINT PUBLIC LIBRARY

SHARE THE EXCITEMENT OF THE LIBRARY WITH A CHILD...

How we can help you:

In addition to traditional Children's Library Services, we have materials such as:

BOOKS for children - picture story books, alphabet books, poetry books, animal books, and more...

BOOKS for teachers - song and fingerplay books, arts and crafts books, game and activity books, and more...

AND

Don't forget a wealth of AUDIOVISUAL MATERIALS designed to hold the attention of most preschool and elementary audiences.

ASK US ABOUT STORYTIME VISITS...

A 30 minute program including stories, songs, fingerplays, related craft activities, and films that:

Introduce children to books and to the library.

Encourage the development of basic skills such as listening, understanding, and speaking.

Convey the joy of reading.

TO SCHEDULE A TIME CALL US AT 887-3006 AND ASK FOR THE CHILDREN'S SERVICES DIVISION.

WE CAN HELP YOU DEVELOP A POSITIVE PROGRAM FOR CHILDREN...

YOU CAN HELP US BY:

1. Encouraging children's participation and interest in storytime visits.
2. Requiring staff members to stay with the group and participate in activities with children.
3. Being on time for the scheduled program.
4. Calling ahead to cancel if the group cannot come at the scheduled time.
5. Parking buses in the Main Street parking lot or on Wrenn Street. The Wrenn Street parking deck cannot accommodate buses.
6. Returning all checked out material by the date due.
7. Paying all fines for damages, lost, or overdue materials.

REMEMBER...

DEVELOPING GOOD LIBRARY HABITS

IN CHILDREN WILL ENRICH THEIR

ADULT LIVES...

Library: NC State Library
Address: 109 E. Jones Street
Raleigh, NC 27611
Contributor: Diana Young

FAIR USE

Bulletin boards, posters, flannel board stories, puppet shows, radio shows, and/or slide programs are some of the creative methods used by children's librarians in sharing books and stories with young patrons. The 1976 passage of Public Law 94-553 which became effective January 1, 1978 suggests to me that many of these creative endeavors are potentially litigious. Any program involving use of the whole or even a portion of a book falls under that part of the copyright law known as "Fair Use". The determining criteria as described by Congress are as follows:

(1) the purpose and character of the use, including whether such use is of a commercial nature or is for nonprofit educational purposes;

(2) the nature of the copyrighted work;

(3) the amount and substantiality of the portion used in relation to the copyrighted work as a whole; and

(4) the effect of the use upon the potential market for or value of the copyrighted work.

And in the House Report, Congress has written:

> The criteria of fair use are necessarily set forth in general terms. In the application of the criteria of fair use to specific photocopying practices of libraries, it is the intent of this legislation to provide an appropriate balance of the rights of creators, and the needs of users. (The New Copyright Law: Questions Teachers and Librarians Ask, NEA c1977, p. 31).

This "Do unto others as you would have them do unto you" philosophy is so general that merely by continuing status quo programming, the children's librarian becomes an innocent infringer. Who then determines what can or cannot be done? Because flannel board stories and puppet shows are not specifically spelled out in the law, the children's librarian must read between the lines and apply the guidelines established in the "Agreement on Guidelines for Classroom Copying in not-for-profit Educational Institutions" (House Report 94-1476). These guidelines allow very limited copying (without permission) of work including those for children. In an attempt to find a formula, or at least some publisher-accepted guidelines, I wrote to John Donovan, Executive Director of the Children's Book Council. His reply included the following:

> It would be ideal if there were a formula, readily understood by all, as to what can and cannot be fairly done at a local or area level by librarians and teachers in connection with using children's books in various promotional activities. As you note, under our new copyright law the area is now more obscure and potentially litigious than ever, and all of us--librarians, educators, broadcasters, publishers, authors, illustrators--are trying to move in directions that will be supportive of each other's activities, while at the same time not inadvertently infringe on anyone's rights.
>
> The plain fact is, however, there is no formula, and as long as it is the American way to protect valid contracts made between and among parties, there never will be a formula. In some socialist/communist countries where the creators, users and promoters of the literature are all, in effect, employees of the government, these problems do not arise. There is no need there to define "fair use," for all use is made free by government fiat. I doubt that our country will come to such a pass. If it did, our children's literature would be as vapid as that published in those countries.

Mr. Donovan's statement indicates an attitude which does not offer any assistance to the librarian. Fortunately, the burden of proof in connection with the innocent infringer rests with the owner of the copyright. How then does this affect the children's librarian? In an effort to clear up my cloudy understanding of this problem, I wrote to and talked with children's book editors and library promotion personnel. The best answer I received was "When in doubt, write for permission". For me, that means most of the time. And, as interest in a popular children's book or story is immediate, I requested help to speed my request through the permission tangle.

The first step is to write to the holder of the copyright. It may be an author, an illustrator and/or a publisher. To determine the name and address of a specific publisher's children's book editor, library promotions director, or permission editor, I would check a current copy of Literary Marketplace. Many times the publisher does not hold the copyright and it will refer the letter to the holder of the copyright or their agent.

Almost everyone polled said that the letter that clears the permission tangle fastest is the one that is the most explicit about intended use. Dagmar Greve of Holt, Rinehart and Winston says that in writing to the permissions editor, one should:

> ...give her author, illustrator and title and state very briefly and clearly what you need and/or what you want to do; how many illustrations you will use, how and for what purpose, how much text you will use, how you will use it and whether you will make any changes in the original text.

Another publisher suggests that the writer should also state the size and format of the reproduction, the approximate number of copies to be made, the audience to whom the material is to be distributed, the fact that the distribution is free and that users will credit authors and illustrators.

Still wondering how this new law affects the children's librarian? Perhaps the following examples of how it affected North Carolina's children's librarians will be helpful.

One North Carolina library was refused permission by United Feature Syndicate, Inc., to use any likeness of Charlie Brown, Snoopy, etc., as a poster or bulletin board. United Feature Syndicate, Inc., stated that copyright permission for use of Charles Schulz's materials was tightly tied up and that the use of those materials by libraries was strictly illegal.

I received the following reply to my request for permission to use Charles G. Shaw's It Looked Like Spilt Milk from Richard May, Permission Editor from Harper and Row.

> Bill Morris forwarded to me your letter of 11 July. We are very pleased to grant permission, at no fee, for the reuse of this title as a flannel board story in a statewide North Carolina workshop. Please give a spoken credit to the book title, author/illustrator and publisher.
>
> By the way, if you believe that you would like to use this story or another more than once, approval can be granted for multiple use over a period of years. Usually we specify no more than five times in two years but would be willing to discuss your needs.

Dorothy Goetz from Harnett County (N.C.) Public Library received the following reply from Peter Franklin of Curtis Brown, Ltd., agents for Jane Yolen, to her request for rights to do a puppet show from Jane Yolen's, The Girl Who Loved the Wind.

> I am very perturbed by your August 11 letter to T.Y. Crowell Company regarding adaptation rights for Jane Yolen's The Girl Who Loved the Wind as a puppet show. I want to remind you that this work is fully protected under the copyright laws of the United States and no use whatsoever may be made of it without permission from this office.
>
> We are not at all unsympathetic to the goals of the Harnett County Library however we do have a responsibility to our author clients to protect their work from unauthorized use and to be certain that their work enjoys the longest and best life possible.
>
> I can grant you very limited permission to perform a puppet adaptation of the play in Harnett County only, for pre-schoolers and senior citizens groups provided that no admission of any kind is charged. If the work is performed in any kind of commercial context, then a royalty fee will have to be charged for the performances.

> In addition, you do not have permission to perform the work in any way yet and you certainly do not have permission to send a copy of your adaptation to the North Carolina State Library Collection and to make it available statewide for performances. This would be a clear cut violation of Ms. Yolen's copyright and we would be forced to take immediate legal action to stop such unauthorized use.
>
> If you are performing any sort of adaptation of this work at the present time, you are doing so illegally and I must ask you to reply to this letter by return mail.

Care should also be taken in presenting books or portions of books for educational purposes as part of a presentation to a professional audience as demonstrated by the following letter written by Virgie Cox, Chief Consultant, Materials Review and Evaluation Center, N.C. Department of Public Instruction, to Julie Fallowfield of McIntosh and Otis, Inc.:

> This letter is to confirm in writing my request for permission to use the book, My Mother is the Most Beautiful Woman in the World, in a presentation at the national meeting of the Association for Childhood Education International to be held in Charlotte, North Carolina, the last week in March.
>
> I will need to make slides of the book and its contents for projection on a screen because the group will be too large to see the book if I hold it up. I also request permission to record, for playback, portions of the book to be used in the same program.
>
> My objective in the program is to show the unique contributions of various forms of media to the education of young children. I will be using a sound filmstrip and a 16mm film, produced by BFA Educational Media, of the same title as the book.
>
> I shall appreciate a reply at your earliest possible convenience in order that I may complete preparation for the program.
>
> I am grateful for your consideration of this request.

and Julie Fallowfield's reply:

> Thank you for your letter of March 15 about My Mother is the Most Beautiful Woman in the World by Rebecca Reyher. I have discussed this with Mrs. Reyher and, while we much appreciate your interest in her book, we cannot give you the permission you seek. Mrs. Reyher is not free to grant this because it would conflict with rights she has already granted to a motion picture company and another publisher.

Kathleen McGowen of the Watauga County (N.C.) Public Library (Appalachian Regional Library) has sought permission to use and adapt stories to a 12 1/2 minute local radio show. She quickly discovered that it is very difficult to get adaptation rights. Further she found that many authors required a fee of about $10 for a single usage. Kathleen found authors more receptive to her request when she rewrote her letters so that they state that the stories will be used one time for a public service program and that following the program, the tape will be destroyed. If the permission tangle is more than you want to tangle with, may I suggest using materials in the public domain. The handbook, The New Copyright Law: Questions Teachers and Librarians Ask, (NEA c1977, pages 13-14) gives the following information on what is considered public domain:

> For works created after January 1, 1978, the new law provides a term lasting for the life of the author, plus 50 years after the author's death, and a term of 75 years after publication for anonymous works. The law abolishes the 28-year term from first publication and the 28-year renewal period. For works already under statutory protection, the new law basically increases the present total 56-year term to 75 years by a series of complex provisions.

To be certain the material is in the public domain, write to Register of Copyrights, Library of Congress, Washington, D.C. 20559. A $10 per hour search fee is charged.

This 1976 law made me look more carefully at library programs. By no means am I suggesting that all children's programming should cease. I am merely aiming to raise awareness of the problems that could arise with traditional library programming. Some children's librarians, either in ignorance or with a "They will have to catch me first" attitude, fail to clear materials prior to using them. If that is your attitude and "They do catch you", you are liable for copyright violation. According to The New Copyright Law: (Questions Teachers and Librarians Ask, (NEA, c1977, p. 67), penalties for knowing infringers of copyright and described in the following paragraph:

> Under the new law, and except for the innocent-infringer provision, copyright infringement can result in an injunction against further violations, impoundment of wrongly duplicated materials, actual damages suffered or "statutory" civil damages of not less than $250 and no more than $10,000 per violation, and assessment of attorneys' fees. If the violations is extraordinary, the statutory damages can be increased to $50,000. For willful violations undertaken for financial gain, criminal penalties also can be levied. First offenders may be imprisoned for up to one year and fined up to $25,000 in addition to all the civil penalties just enumerated.

(Of all the sources of copyright information, the most helpful I have been able to find are included in the American Library Association's Librarian's Copyright Kit: What You Must Know Now.

Library: Cumberland County Public Library
Address: Box 1720
Fayetteville, NC 28302
Phone: (919) 483-1580
Source: PROMOTING CHILDREN'S SERVICES #2, FEBRUARY 1982
Contributor: Gail Terwilliger

A TRIP TO THE PUBLIC LIBRARY

Visits by day-care centers, school classes, and other groups are welcomed at all locations of the Cumberland County Public Library. A variety of events including tours of the library, storytelling, and films may be planned at your request.

Regularly scheduled public programs, availability of personnel, and space limitations require that you follow these procedures when scheduling a group visit:

Schedule all visits at least two weeks in advance by contacting branch personnel.
Limit group size to 35.
Arrive on time or notify personnel of delay. If necessary to cancel, do so as far in advance as possible.
Remember that regularly scheduled visits which include a program will be booked on no more than a six week frequency.
Contact Gail Terwilliger, Coordinator of Children's Services, 483-1580, for further information.

A VISIT BY THE CHILDREN'S SERVICES STAFF

Would you like to be visited by a member of the Children's Services Staff? Personnel will be glad to delight and inform children with services such as storytelling and providing information about the public library. The staff requests your assistance and cooperation.

Kindly contact the Children's Services Department at the Frances Brook Stein Memorial Library, (919) 483-1580, at least two weeks in advance to make arrangements for a visit.

It will be necessary to group children by grades, NOT individual classes. Visits will be limited to one for every three grades.

Library personnel can prepare to do up to four programs during a three-hour visit.

Arrangements should be made for programs to be presented in the school media center if at all possible.

Preference for visits will be given to classes serving the physically, mentally, and emotionally handicapped and to groups which have visited or have made arrangements to visit a public library facility.

Questions regarding procedures should be referred to Gail Terwilliger, Coordinator of Children's Services, 483-1580.

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Library: Forsyth County Public Library
Address: Children's Outreach Department
660 W. Fifth Street
Winston-Salem, NC 27101
Phone: (919) 727-2556
Source: PROMOTING CHILDREN'S SERVICES, #23, NOVEMBER 1983
Contributor: Tim Jackson/Children's Outreach

GROUP PROGRAMMING SERVICES: GETTING TO KNOW YOUR LIBRARY

Children's Outreach is a program designed to provide services to economically or culturally disadvantaged and physically or mentally handicapped children.

The purpose of Children's Outreach is to reach and introduce library services to individuals' and communities that do not reach existing library service points. Children's Outreach assists the local library in extending its range of services to the economically, culturally, mentally, or physically disabled. Children's Outreach is the liaison between the local library and the community, responding to the informational needs of the community.

The Children's Outreach Program gives access to books, magazines, audiovisuals, and other materials for the enjoyment of library services to children who would otherwise not be served by the library. Services and programs cover approximately 48 pre-school story programs, three mini libraries, 17 special services programs, and one children's and young adult mediamobile which serves 28 communities. The four unique components make up the Children's Outreach Department.

STORY TIME FOR PRESCHOOLERS

Storytellers from the Children's Outreach Department are assigned to preschool and/or day care centers to provide a storytime. The program consists of stories, puppets, audio-visuals and other child related activities.

Preschool children are motivated to experience the library world through these story times. Story programs are geared to children aged 18 months to 5 years and are available to many Forsyth County area preschool and/or day care centers.

Each facility served by Children's Outreach is provided with a deposit collection of books for the use of the children, parents and teachers.

THREE MINI LIBRARIES TO SERVE YOU

The mini libraries are small branch libraries located in three large community recreational facilities. The mini libraries strive to meet the educational and literary needs, as well as the recreational needs of the children within these areas.

The mini libraries are open 15 hours per week, Monday thru Friday, from 2:30 to 5:30pm. The collection of books and magazines maintained in the mini libraries serve children and adults. These libraries render service directly to individuals living in the community who have no access to any other library. The libraries serve as homework centers providing reference materials, tutorial assistance and audio-visual aids.

There are weekly film programs and story times at each location as well as frequent special events. Field trips and special programs such as RAPS Corner (Reading, Achieving, Performing and Sharing), book clubs, junior theatre and 4-H are examples of the many activities held in the mini libraries.

SPECIAL SERVICES TO MEET SPECIAL NEEDS

BUILDING A LOVE OF BOOKS

Special Services to Special Children is a program designed to provide library services to meet the unique needs of children who are physically or mentally handicapped.

A staff member is trained in sign language and skills which allow communication with special children. Library service is provided through storytelling, creative dramatics, puppetry, and other techniques. The children receiving this service include the hearing impaired, physically handicapped, trainable and educable mentally handicapped, emotionally handicapped, learning disabled, or hospitalized.

The centers and classes served receive 2 programs each month. These programs are planned to enrich and expand the children's opportunities and experience and to reinforce their language art skills. The primary goals are: to instill a love of books and stories; and to share in the joy and happiness that they offer to all children.

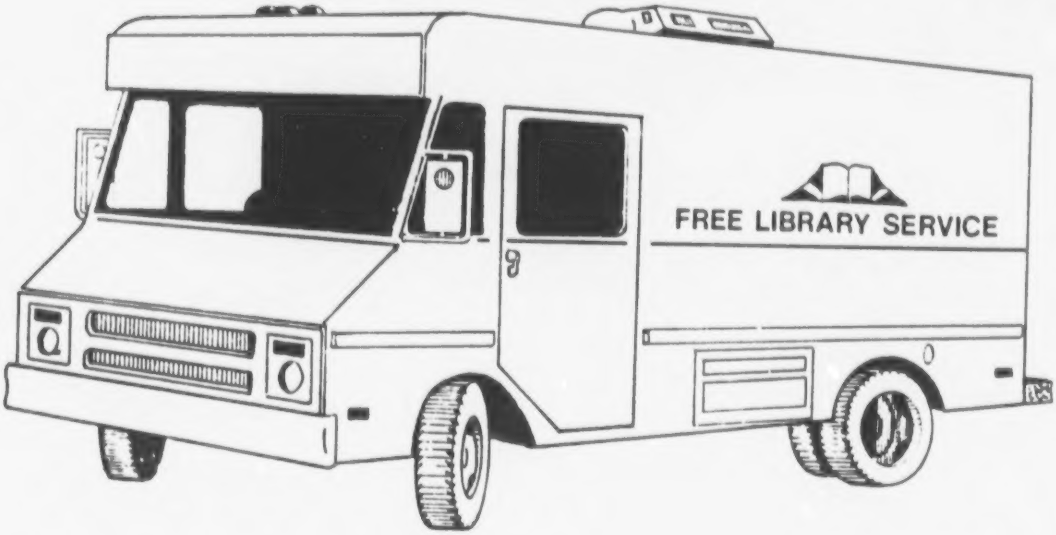
BRANCHING OUT TO THE COMMUNITY

BOOKMOBILE

The mediamobile provides both print and nonprint library materials to children and young adults at approximately 28 service points within a three week span. The mediamobile reaches communities throughout Forsyth County. The mediamobile provides story imes, games, film programs and general library services to its clientele.

As a special feature, the children and young adults are introduced to the enjoyment of reading through music provided by the mediamobile staff.

The mediamobile has a collection of books and magazines for children pre-school through high school level. The collection of books include materials for special reference needs.



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Library: Gaston-Lincoln Regional Library
Address: 1555 E. Garrison Blvd.
Gastonia, NC 28052
Phone: (704) 866-3760
Source: PROMOTING CHILDREN'S SERVICES, #1, JANUARY 1982
Contributor: Cindy Moose

GROUP PROGRAMMING

The Children's Department of the Gaston County Public Library makes every effort to acquaint Gaston County children with public library service through scheduled activity programs offered in the main and branch library communities. These programs include storyhours, puppet programs, and library tours for children in day car centers, nurseries, kindergartens and the public and private schools.

Groups are requested to schedule activity programs in their nearest public library. (For example, Gastonia schools schedule at the Main Library in Gastonia while those outside Gastonia schedule at their local branch.) By offering children's programs in all locations, the library aims to provide faster and more individualized service.

PRESCHOOL PROGRAMS

Preschool programs include storyhours and puppet programs. Due to the rapid growth in number and size of preschool centers and public school kindergartens in Gaston County, it is impossible for the library to present programs on a regularly scheduled basis for any group. However, the staff endeavors to serve all groups who request public library programs at least once during the school year.

Storyhours, Main Library, Gastonia

Tuesday morning storyhours are planned for preschool children in Social Services Headstart, day care, and private kindergarten centers. Teachers are requested to schedule as early as possible in the school year. (Program time: 10:00am)

Thursday morning storyhours are planned for public school kindergarten classes. Teachers are requested to schedule as early as possible in the school year. (Program time: 10:00 am)

Storyhours, Branch Libraries

Children in branch community preschool centers and public school are most often accommodated during each library's regularly scheduled public preschool storyhour.

However, the number of schools in each community, the library's physical facility, and individual staffing situation necessarily limit the frequency of group visits by each preschool group. All libraries attempt to serve their local groups at least once during the school year. Teachers are requested to schedule visits with their branch librarian as early as possible.

INTERMEDIATE BOOKTALK PROGRAMS

A monthly booktalking session for intermediate school classes, grades 4-6, will involve participants in selecting and analyzing notable authors and titles from the library's collection. Teachers are requested to schedule as early as possible in the school year. (One Thursday per month, 10:00am.)

LIBRARY TOURS

The main and branch libraries will gladly arrange library tours for primary and intermediate public school groups. Reservations for tours may be made by calling the library. Tours include brief discussions of circulation policies, library materials, library services, and explanations of library procedures. Since the public school curriculum provides for the teaching of library skills, public library tours do not include card catalog, Dewey Decimal System, or Reader's Guide instruction.

TOURS, MAIN LIBRARY, GASTONIA

Friday mornings are reserved for primary and intermediate class tours of the library facility. Tours include brief visits to the processing, circulation, and children's departments, preceded by either a short story for primary children or booktalks for intermediates. Tours require approximately 45 minutes for the trip through the building. (Program time: 10:00am.)

TOURS, BRANCH LIBRARIES

Branch librarians schedule tours of branch library facilities for local primary and intermediate school groups. Reservations may be made by calling the branch library.

SERVICE TO ADULTS

Much public library attention is devoted to adults who work with children. Children's Services personnel often present help sessions and workshops for public service agencies and preschool centers as requested by administrators and teachers. Opportunities to speak to civic groups, PTA's, and other organizations concerned with children are welcomed. REQUESTS FOR ADULT GROUP PROGRAMS MAY BE DIRECTED TO THE MAIN LIBRARY, CHILDREN'S SERVICES.

CANCELLATIONS, RESCHEDULING OF PROGRAMS

The main and branch libraries of the Gaston County Public Library System maintain program calendars to assure library service for local children. Although the attempt is made to serve as many groups as possible each school year, many centers remain unserved as these calendars are filled. PROMPT NOTIFICATION OF CANCELLATIONS AS SOON AS CANCELLATION NEEDS ARISE enable the libraries to contact groups on the "waiting lists" who otherwise might not receive a library program. RESCHEDULES MUST BE ACCOMMODATED AS THE PROGRAM CALENDARS PERMIT on a "first come, first served" basis.

LIBRARY LOCATIONS

ADDITIONAL PROGRAMMING INFORMATION MAY BE OBTAINED BY CONTACTING THE LIBRARY!! THE STAFF LOOKS FORWARD TO SERVING THE COUNTY'S CHILDREN THROUGH THESE OFFERINGS.

Library: New Hanover County Public Library
Address: 201 Chestnut Street
Wilmington, NC 28401
Phone: (919) 763-3303
Source: FLYER
Contributor: Rebecca Taylor & Margaret Miles

GROUP PROGRAMMING/SERVICES:

GUIDELINES FOR SERVICES OFFERED TO SCHOOL AND DAY CARE GROUPS

SERVICES OFFERED

Day Care Centers and Preschools

Monthly: 1 visit to the school by Outreach Department to provide a 30 minutes program.

1 visit by class to library for a 30 minute program and book circulations.

either: 1 visit by class to library for book circulation, or: 1 box of program materials including books, stories, fingerplays and record.

Annually: Workshop presented by Youth Services on utilizing the resources of the library.

Ongoing: Consultation with teachers in planning lessons and storytime and help in utilizing the resources of the library.

Schools Without a School Library

Monthly: 1 visit per class to library for a 30 minute program.

1 additional visit per class to library to select and check out books and materials.

Annually: Workshop presented by Youth Services Department on utilizing the resource of the library.

Schools with a School Library

Upon request: Visits to classes by Youth Services staff for programs of booktalking or storytelling and promotion of the public library.

Field trips by classes to the public library for 30 minute program and tour of the library facilities.

Classes of Physically and Mentally Handicapped Children

Monthly: 2 visits by Outreach Department to provide program appropriate to developmental level.

Annually: Workshop presented by Youth Services on utilizing the resources of the library.

Ongoing: Consultation with teachers in planning lessons and storytimes and help in utilizing the resources of the library.

WE REQUEST

Groups notify the library as early as possible if they have to cancel a scheduled visit.

Day Care Centers with less than 6 children in attendance call and cancel an Outreach visit.

Groups schedule library visits at least two weeks in advance.

You remember that programs advertised for the general public are not open to classes or organized groups.

You remember to be on time; due to tight scheduling groups running late will receive shortened programs.

YOUTH SERVICES

The Youth Services Department of the New Hanover County Public Library has completed an evaluation and restructuring of our services offered to formally organized groups. This includes Day Care Centers, Nursery School, Private and Public Schools and classes for severely handicapped children.

We have attempted to define the following service guidelines to provide the highest quality service to the most children. For best use of our staff and resources we have had to set some limits to the frequency of visits both to the library and by the library's Outreach Program. We continue to be committed to providing a variety of library services in fulfillment of our goal of encouraging children's reading and love of literature.

Little Friends Preschool
1553 41st Street
Wilmington, North Carolina 28403

January 5, 1987

Ms. Kim Smith:

These are the dates we have scheduled for your groups to visit the library. If any of these dates are in conflict with your schedule please let me know as soon as possible so that we may reschedule your visit. Your visits are on Mondays at 3:30 pm.

Group 1	Group 2
Program: January 5	Program: January 12
Checkout: January 19	Checkout: January 26
Program: February 2	Program: February 9
Checkout: February 16	Checkout: February 23
Program: March 2	Program: March 9
Checkout: March 16	Checkout: March 23
Program: April 6	Program: April 13
Checkout: April 20	Checkout: April 27
Program: May 4	Program: May 11
Program: May 18	Program: Please call to schedule this visit, the library will be closed Monday May 25

Each visit lasts 30 minutes, and it is very important that you be on time, as we have groups scheduled back to back.

Program visits consists of a twenty minute program, and approximately ten minutes to look at books, or play with puzzles.

Checkout visits last thirty minutes and provide a time for the children to look for books, work puzzles, and visit the library.

A teacher must remain in the room with the children at all times. If you are late your visit will have to be shortened.

Enclosed is a brochure which explains our policy for dealing with groups. If you have any questions please call me at 763-3303.

Tammera J. Mesa
Youth Services Assistant

LETTER TO SCHOOL RE: OUT OF COUNTY RESIDENTS

Dear Teacher:

Library registration policy

The policy for issuing library cards is detailed in the enclosed sheet. Here are a few suggestions to make your class visit to the library more enjoyable.

If you would like the children to receive library cards, you must come to the library at least two weeks before your visit to pick up registration cards for the children to take home to their parents. The cards must be filled out completely and signed by the parent or legal guardian. Then, at least one week before your visit, you must bring the completed cards to the main library circulation desk and give them to any circulation clerk. At that time clearly state on what date you will need the cards to be ready. If you have any students who are not New Hanover County residents the $10 non-resident fee must be paid at this time.

Library: BHM Regional Library
Address: 158 North Market Street
Washington, NC 27889
Phone: 919/946-6401
Source: PROMOTING YOUTH SERVICES, #63, APRIL 1987
#62, MARCH 1987
Contributor: Jane Griffin

NURSERY DEPOSIT PROGRAM

Children's Services of BHM has tried to serve the preschool segment in the region by reaching all daycare facilities and providing resources to fit their unique situations. The biggest problem was finding the best way to inform the centers about the library's resources. Since the workers could not leave their jobs to come to the library, the library went to the centers. The initial contact was made through the mail. If the registration card was returned to the library then a brief phone call or short visitation followed.

Originally with only 8 nurseries and preschool facilities participating in this program the first year, a collection consisted of 3 records and 20 storybooks. Rapid growth of the program has brought refinement and greater resources into its structure. Presently we are serving 30 nurseries. The following is the basic outline for the program.

1---Nurseries in each of the region's three counties participate.

2---Facilities near our branch libraries receive their deposit collection from the regional offices but are encouraged to use local resources for particular needs.

3---The county areas are served by the bookmobile. The city facilities come into the regional offices.

4---Each summer a new invitation to join the program is sent out. The registration card is personally signed by the director but is filled out with the facility's name.

5---The books are for use by the staff members only, not the children.

6---There are no renewals.

7---The storybooks in the program remain in the program and are not in the general collection of the region. (Most titles are duplicates and/or have been specially purchased).

8---A deposit collection is kept as a unit when it is returned. Usually within a week it is circulated to another facility.

9---All books are checked out in the facility's name prior to the pick up day. This eliminates confusion and delays at the circulation desk for both the library and daycare person.

10---The circulation cards are kept separate from the daily check outs. They are in alphabetical order within a facility's group of cards.

11---As each book is carded after the exchange, damages are repaired, etc. New books can be added at this time.

12---The rotation of collection is every fourth week.

The content of the deposit collection includes:

1 Packet
1 Flannel board / Puppet Bag
1 Adult Book
  (child education, activities, crafts, etc.)
2 Records
  (one activity, one story)
19 Storybooks

All contents are general in nature. Holiday books are always in short supply in our branch libraries so they are never included in the collections. The daycares are encouraged to buy their own. If they find a book or a record that becomes a favorite, they are encouraged to purchase their own copy. The library will supply an address for this purpose but that is all. The deposit collection should be considered a supplemental not an inclusive resource.

PACKETS

A very important part of the nursery deposit program is the Packet. A packet is a group of different kinds of materials that deals however with the same theme, i.e. BIRDS. The purpose of the packet is to demonstrate the relationship of resources in the fiction and non-fiction realms. Many daycare staff members are untrained in reorganizing and joining these relationships together for instruction purposes. But as stricter codes of child management are put into effect, they are required to do activity planning dealing with just those very areas. These packets help to fill voids and act as a spring board for further staff creativity.

The contents of each packet always include 1 record, 1 storybook, 1 nonfiction book. An activity is also included. The could be fingerplays, games (visual directions included), or crafts. Sometimes puppets or flannel boards are also included in the packet. A suggestion sheet is in each packet. Each part of the packet is noted with a suggestion for its use. All crafts are represented in partial stages of completion.

The packet is treated as a unit for circulation purposes. All contents are placed into a heavy duty cloth bag (ours were sewn with navy ticking) with a card pocket and handle. These fit nicely into the deposit crates.

PACKET SHEETS

This Packet has a theme that children will enjoy exploring. In order to get the most benefit from what the packet has to offer, the adult leader should read the packet sheet completely before trying to use it. Some activities require advance preparation. Please remember:

- *this packet has several parts, please don't loose any
- *this packet will be passed on to another nursery, please be careful of any samples. **DO NOT TRACE** with a sharp instrument.
- *all the activities are optional, please adapt any instructions to suit your situation.
- *children love repetition, read the same story more than once.
- *read any story at least once a day (naptime is great).

If your nursery does not have a flannelboard one can easily be made. A piece of lightweight wood, (discarded panelling is great) in the size that is best for you (not too small though) with a piece of felt glued on is all you need.

ENJOY!!!! USE YOUR IMAGINATION!!!!!

Sweet Packet

RECORD- THE THREE LITTLE PIGS has the song the "Gingerbread Man" on it. This may be a good way to introduce the theme "Sweets" starting with a "not so sweet" sweet and finishing with sweet candy could be appropriate for snack time. There are morals and aspects of this story that can be discussed on other occasions but by sticking to the sweet idea your discussion might include--holidays when gingerbread is special, do you eat the arms first, legs or head first, should the eyes be raisins or "sprinkles", should the gingerbread man be thick or thin, should he have icing, etc.?

BOOK- Journey Cake Ho by Ruth Sawyer is indeed a classic. An interesting question to start a discussion would be if anyone noted a similarity between the Gingerbread Man and the Journey Cake--and how are they different. Do animals care if their food has dirt on it? do humans? what happened about this in the stories?

BOOK- Does Candy Grow on Trees? by Karen Rice is a short non-fiction book about sweets and what plants the favoring actually comes from. The children should see the books as the candy tree is decorated (in the folder). The sketches in the book could be considered the before pictures and the candy ornaments the after pictures. Enthusiastic comments will easily be volunteered.

CANDY TREE- Folder has the tree and sweet ornaments. Use the flannelboard for arranging the tree. Preparation time is needed to become familiar with the information so that it can easily be coordinated between the book and the tree.

ACTIVITIES- The teacher can decorate the Candy Tree as each flavor is discussed. Snack time should follow immediately with a gingerbread cookie, a miniature chocolate bar and a glass of kool aide!!!

RECORD- The Barnyard Dance is just right for setting the mood for a farm atmosphere. "Take me for a ride in your car" might be fun for a pantomime song. Each child could use his chair for the drivers seat. The chorus is easy enough for everyone to learn and sing right along with the record. The song "I love my roster" is a good substitute for the song "Old MacDonald had a farm". The rhythm is fun to clap with and still do the animal sounds. For the Barnyard Dance, perhaps reading the words before listening to the record would be fun. It may be very amusing to imagine the vegetables dancing and so forth. Ask the children if vegetables really can dance etc.?

FINGERPLAY- This Little Cow is easy enough for even one year olds. Hopefully, the children will recognize the structure and also want to do This Little Piggy. Even though toes are usually used for piggies, if each child does this with a partner it almost tickles as much using each other's fingers.

ACTIVITY- Trace the glove pattern and cut the actual gloves out of construction paper, glue just the edges together. It is larger than any child's hand but its stiffness allows it do perform satisfactorily. Trace and cut the cow's head, out of white construction paper. Color or paint the outlines and markings. Place the child's name on the back side of the glove and use it all month (of course, each child can also bring a "single" glove one day and that would help cut the cost of construction paper).

BOOK- Old MacDonald Had a Farm by Mel Crawford. This version need not be sung!! Give the children plenty of time to look at these pictures. There is a great deal of action in each one. This gives the leader a grand opportunity to "talk" about the animals, colors and the action.

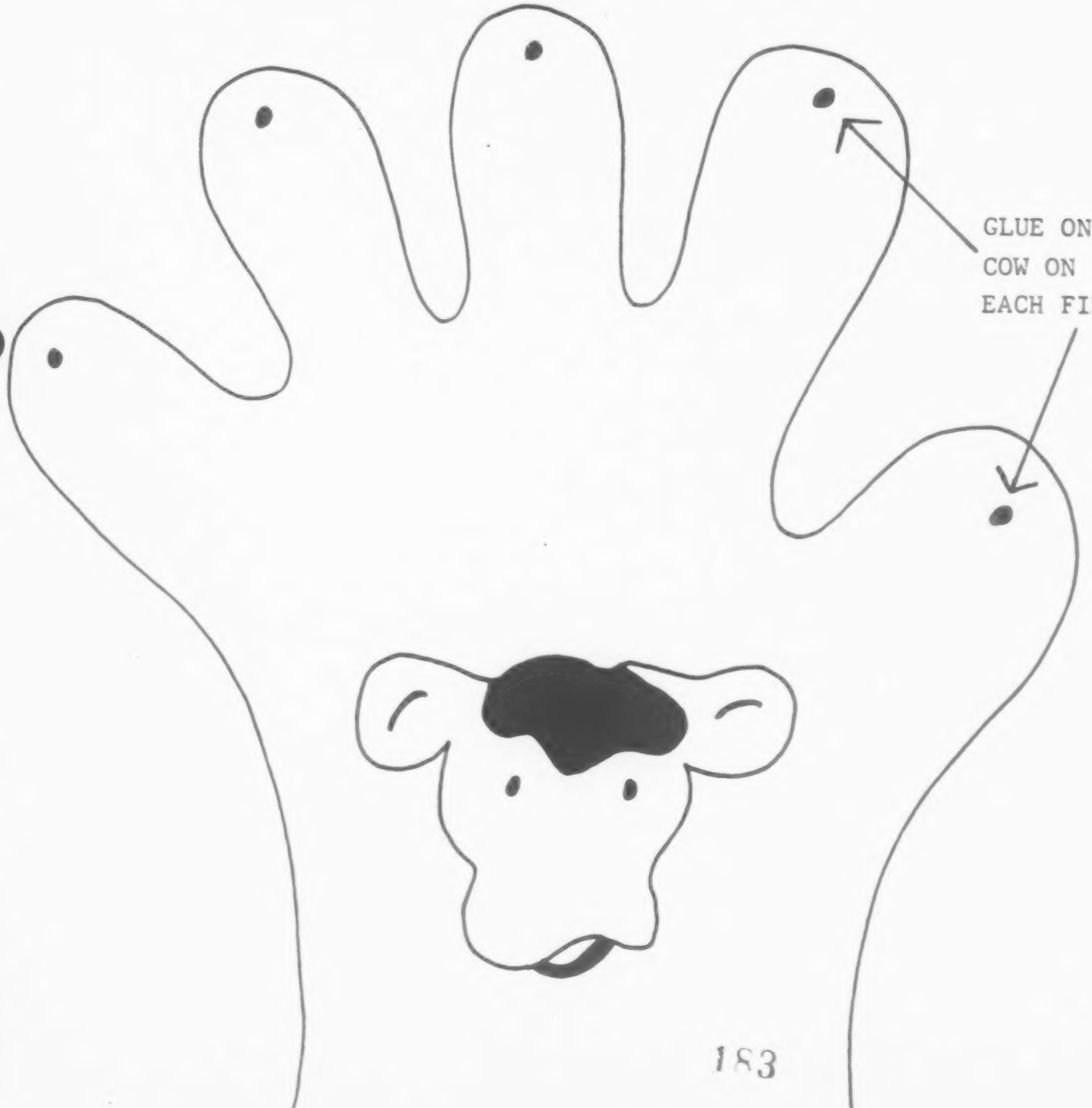
BOOK- Baby Animals on the Farm by Isenhart Hans-Heinrick. These photographs speak for themselves. The leader should be familiar with them so that she can easily read the paragraphs or perhaps make it shorter.

FINGERPLAY
THE LITTLE COW

(Point to each finger as you say verse. ON word "lay" in the last line, drop hands palms down, on lap.)

This little cow ate grass.
This little cow ate hay,
This little cow drank water
This little cow ran away
This little cow did nothing.
She just layed down all day.

GLOVE PATTERN FOR THIS LITTLE COW



GLUE ONE
COW ON
EACH FINGER

183

Library: Catawba County Public Library
Address: 115 W. "C" Street
Newton, NC 28658
Phone: (704) 464-2421
Source: PROMOTING CHILDREN'S SERVICES, #17, MAY 1983
#27, MARCH 1984

Contributor: Jane Caldwell

BOOK BAGGERS

There are lots of day care centers, nurseries, and playschools in our county. We work closely with many of them, and one service we provide has been especially well received. It is our "Book Baggers" program. The basic set-up is as follows:

1. Purchase bags. We've used both plastic book bags and mesh bags, and found that the mesh bags, while costing a little more, will last much longer.
2. Each day care, etc., if contacted (on a yearly basis) to see if they want to participate. If they do, they sign up for the number of books they want (from 10 to 50, available only in multiples of 10), and the date they want them (available every two weeks or every four weeks).
3. Each school participating is issued a library card in the school's name, which we keep at the library. This card is used only for Book Baggers.
4. The day before the school's pick-up date, we pull books from our Easy collection (mostly fiction, some nonfiction). If the school's teachers need books on a certain topic, they are to call a few days before to let us know. Otherwise, we'll select books at random, keeping in mind the age of the children at that particular school.
5. Books are then checked out by staff members, using the school's card that we keep. They are placed in bags and a note is taped to the bag, noting the school's name and the total number of bags they are to pick up.
6. On the school's pick-up date, someone from the school comes to the library and picks up the bags. At this time, they also return their last batch.

We devised this program after we came to realize that, although the children in the day care were bring exposed to books through our Story Hours (both in-library and outreach), there were actually very few books in the schools. We encouraged the teachers to come to the library and select books, but there was little response to this suggestion; most teachers said they were simply too tired at the end of the day to come by. They also said that it took them much too long to select books.

Book Baggers has been in operation for two years, and it is very successful. We find that we can select the books pretty quickly, since we know our collection. Selecting the books and checking them out can be done in about 30 minutes. Teachers love the program, and we have the satisfaction of knowing that more books are reaching more children. In addition, it help us maintain good relations with the day care and the teachers - and we all know that libraries need all the good PR they can get!

As for possible problems with the program - we've had very few. One teacher complained that the books we were selecting for her 4 year-olds were too difficult. We started sending her wordless picture books, and now she's happy as a clam. As for overdues, we've had very few and we have an agreement with our circulation staff that no overdue fines are to be charged on these books. And only one book has been lost in two years.

We've been very pleased with our Book Baggers, and we suggest it for those of you who serve day care centers.

S.H.O.W. - KITS

The name comes from the outreach program that our library sponsored from 1974 until 1982. The program, called the S.H.O.W. (Story Hour On Wheels) Project, visited day care centers once a month for a Story Hour Program. When the project was terminated, we wanted to add a service to help take its place. What we came up with was the S.H.O.W. - KITS Project. Basically, each program, using books (preferably paperback editions), fingerplay and song sheets, flannelboard kits, finger-puppet sets, follow-up activity sheets, and/or other items all relating to a central theme. A pocket and card are attached to a bag (we use the "Hang-up Bag Style 5", available from most library supply sources), and all the items placed inside. Each kit is given a number and a title: "S.H.O.W. - KIT 15 - WINTER." Each kit is then hung on a rack in the children's section.

The kits are checked out for one week. They may not be reserved or renewed, and there is a $1.00 per day overdue fine. We restrict circulation to early childhood education personnel, including private and public day care centers, nurseries, kindergartens, and schools.

The project is still in the beginning stages, but we believe that it will prove more successful. Teachers who have used the kits have been very pleased with them. With these kits, early childhood personnel can do a story hour in their classrooms, without the library having to provide a staff member. And since we are quite limited in time and staff members, this was one answer to the problem of serving the day cares and kindergartens.

So far, we have 16 S.H.O.W. - KITS, with topics including weather, families, ducks, night and day, farm animals, and trains. We will be adding new kits each month, and will be duplicating those that prove most popular. We recommend this project to other libraries, as one that is both enjoyable for staff members to do and beneficial for those who use the service.

VIII. PUBLICITY/PUBLIC RELATIONS

BEST COPY AVAILABLE

VIII. Publicity/public relations

Demonstrates:

	A	B	C	D
1. general knowledge of and familarity with library's service community.	x	x	x	x
2. knowledge of basic library marketing practices.			x	x
3. ability to generate and carry out a media campaign including press releases, flyers, posters, radio and TV psa's, and guest appearances on local radio and TV programs.				x
4. ability to plan, prepare and produce library displays and bulletin boards.	x	x	x	x
5. ability to prepare reports or other informational devices for library boards of trustees, administrators, governing agencies, etc.				x
6. ability to act as an advocate of youth services to community in general.			x	x
7. ability to plan and conduct school visits to promote the library.			x	x

A - a paraprofessional children's and/or young adult librarian supervised by the library director.
B - a paraprofessional children's and/or young adult librarian supervised by a professional children's and/or young adult librarian.
C - an MLS children's/young adult librarian.
D - an MLS children's and/or young adult or youth services coordinator.

Library: Cumberland County Public Library
Address: 300 Maiden Lane
Fayetteville, NC 28301
Phone: 919/483-1580
Source: PROMOTING CHILDREN'S SERVICES, #16, APRIL 1983
Contributor: Gail Terwilliger

THOUGHTS ON WRITING A LOCAL NEWSPAPER COLUMN

On September 9, 1979 a new column made its debut on the "Books" page of the Fayetteville Observer-Times, entitled "More Books in the Home" by-line, Gail Terwilliger. I considered it a professional "feather in my cap" and I was noticeably thrilled! Two years have passed and "More Books..." continues to grace page 3F in the second and forth Sunday issues each month. While my visible excitement has tempered, my inner satisfaction continues to grow along with the public awareness of the column and children's services in the Cumberland County Public Library System. So without further delay here is an "upclose and personal" - how I got started and keep it going account - for anyone comtemplating a regular feature in their local newspaper.

Around May of each year I begin to plan my objectives for the following fiscal year. I examine the library's missing statement and the goals and objectives established for the system. Then I reexamine the goals and objectives I established the previous year for children's services along with my job description. Each one of these "official" documents in one way or another have always mentioned parents, adults, children, books, library resources and public relations. Thus, in May of 1979 I was contemplating the July 1979-June 1980 year of Children's Services.

I wanted to do something special since it was the International Year of the Child and the 60th Anniversary of Children's Book Week (the "theme" was "More Books in the Home"). I also was a mediocre English major with a flair for creative writing--I have a vivid imagination I'm told. The concept of a column offering parents (and other interested adults) tips on how to select and read aloud to their children "came" to me as a way of combining all the "givens."

My next step was to discuss the idea with my supervisor. We considered content, frequency, cost-effectiveness--my time versus possible immeasureable results, along with obviously, a joint review of the above mentioned documents. She approved my exploration of the idea with the newspaper and gave me the name of a contact person. I phoned the Section Editor and outlined by idea along with five reasons why she should love it too: Numbers 1 & 2) reiterated the special events of 1979; 3(a recent article had come out citing a high illiteracy rate in Cumberland County; 4) parents can and should take an active role in the future literacy of their children; 5) the Cumberland County Public

Library can help with all of the above. The newspaper liked the idea. I sent a sample column along with a letter reinforcing our telephone conversation. The sample was examined for content, reading level for the typical Book Section client, format and style. Obviously my sample passed inspection. A follow-up phone conversation established the publishing schedule. Aside from three times when the column has appeared in the wrong edition there have been no problems.

The format has remained consistant with approximately 60% narration and 40% annotations. Unconsciously, the topics covered have evolved into any of three basic types: "How To"; "Philosophical discussion of a genre or question frequently asked regarding children's literature, etc."; or a "Plug for a library program or service." Examples of topics covered by the "How To" are: select books for the mentally retarded; do creative dramatics based on children's books; motivate a reluctant reader; or promote reading readiness; or visit a library with a child. Some philosophical topics were: Poetry, religious materials, rewarding children for reading; why reading aloud is important; and others. Finally, the third type consists of advertising the library: Summer Reading Club, Babar's Birthday, Toddler Time, National Library Week, and so forth. The first two types make up the majority of the articles.

It is difficult to say how much time it takes to write a column on the average. I do know that I've spent as long as 14 hours and as little as two hours inclusive from getting an idea to researching the narrative portion, selecting books and writing annotations, writing and rewriting the narration and typing the copy. I do block out one day on my calendar to devote to each column and then take it from there. The columns are due to the newspaper the Monday before the Sunday they appear. All the dates are marked on my calendar. I try to stay two columns ahead. If I know I'll be out of town when one is due I make sure it is in the mail before I leave. This is a responsibility and my organization, etc. eventally reflects that of the library system. This is why it is vital to have the full support of the administration! The column is an approved objective for Children's Services and therefore part of my job -- not something to "fit in" if I have time.

Previously I mentioned "getting an idea." Ideas generate from four sources: 1) Patrons, parents, teachers, and children (the majority come from this group); 2) professional journals, books, pamphlets, and the like dealing not only with children's literature or libraries but also child advocacy and child psychology (all materials I'd read anyway as part of my job responsibilities so there is no "added time"); 3) Library staff members not in Children's Services who may be seeking personal advice; and 4) Library programs and services or holidays and seasons. Oh, there is a fifth source "Devine Inspiration!" Thus far I haven't had a real struggle coming up with a "fresh" idea of a new angle. The only columns with any repetition are the annual Caldecott and Newbery articles which repeat the medal histories or the background on Children's Book Week and National Library Week.

While it is difficult to measure the effectiveness of the column, I have received some concrete feedback such as:

....Three calls requesting more information regarding selecting periodicals to give youngsters for gifts.

....A Children's Literature Student from Methodist College upon reading the column on poetry checked out about twenty books as well as audiovisual materials for her class.

....The Headstart Coordinator reprinted the article on puppetry in her Newsletter to Teachers and I received three requests from that group.

....A teacher and column reader phoned for general advice on how to get published - not only in a newspaper but anywhere (some questions are harder to answer!).

....A mother-to-be requested a list of books (lullabies and Mother Goose) to read to her child prior to its birth! (Some requests are more interesting than others.)

....Another reader wrote me a letter of praise and sent a poem by Morris Bishop which he thought I'd enjoy. I did appreciate the poem and printed it in a future column. This was especially interesting feedback since the reader is a bachelor.

....The Children's Librarian received several phone calls for more information on Toddler Time (feedback like this could be occuring with other staff members, but I wouldn't always hear about it).

....My niece in Natick, Massachusetts was pleased as was her mother and grandmother.

....The Onslow-Lejeune Reading Council in Jacksonville invited me to speak at their annual Reading Rally in February 1981 on "Reading is the Family."

....Old friends of my parents who live in Southern Pines read my column on religious books and sent a copy to my folks. None of us could tell if they were shocked, pleased, or just happened to read the paper that day!

How am I able to recall what responses I've received? I make a note of it on my monthly report copies of which go to the Director and the Assistant Director. This helps all of us evaluate this objective when it comes times to set new ones for the next year. At this time I am planning to reprint the narrative portion of any columns I think would particularly interest teachers (for example the Newbery and Caldecott articles) and send them a copy. This may increase the effectiveness of the column or at the very least provide a helpful service to these patrons. It also keeps my interest and motivation high by building on an established project.

"More Books in the Home" has become an important part of my work. I have administrative support to keep writing the column. I hope that the Fayetteville Observer-Times continues to feel it is a worthwhile effort. I do ponder the possibility of a change of Editor or something which would result in its demise but...for now I keep on writing. I'd love to tell U'll more but...I have to get crack'n writing another column. A further hint: You'll never know if you can do it unless you try...and if you do try you may find you like it!!!!

STORIES BEHIND COLUMNS

"How To" mentally retarded:

A teacher at the Hillsboro School for the mentally retarded 13-21 year olds asked me to come and do a program. Having minimal experience with this type of patron, I of course accepted the assignment. Then I had to select materials. I read several books on this type of patron (The Special Child in the Library). I also met with the teacher to discuss student interests - after all these are "teenagers." The materials were selected and the program went well (several have followed). Since I had already done some reading it was just natural to "kill two birds with one stone" and create a column. I investigated the North Carolina State Library Booklists and discovered a couple of lists which provided suggestions for titles to include in the annotations portion.

"Library Service or Program" Poster Contest for National Library Week

This one is obvious. It is important to realize though that this article had to come out well before National Library Week. It appeared in February. Interestingly the newspaper put a banner headline on the column which really attracted extra readers and consequently more entries. Also the editor of another section of the paper did a longer article after reading the column. This too was when I found out just how many teachers read the Book Section!

Philosophical Discussion of Genre, etc. "Poetry"

During Christmas of 1979 I had an opportunity to be "roommates" with my niece, Jesse while we were both visiting my parents. We discovered that both of us liked to "talk books." We also found a mutual interest in reading and writing poetry. I was at the time on the ALA Notable Children's Book Committee and had received several review books which I was having Jesse read for me. We were chatting about how I'd met several publishers at ALA meetings, etc., and about how a lot of publishers were in the Boston area where she lives. I said I hoped she would keep up her reading and writing and send me samples since I miss seeing her. We talked about how books are made and published and she drew me a picture story over the holiday.

Several months later I was given copies of the poem and another one Jesse had written. I recalled our conversation about the publishing business as well as a recent parent talk I presented encouraging adults to wrk with their children. I decided to do something special for Jesse to hopefully keep her interest and ability high (thus write a column incorporating her effort). I further purposefully selected the May issue which was to come out on Mother's Day because I though the poem was most appropriate and might via sentiment encourage parents. It was also a Mother's Day present for my sister and Jesse's grandmothers.

I was able to use this poem and the reading I'd done for background a few months later when I was asked to do a Workshop on Poetry in the classroom for teachers. So, again no extra effort or time was required.

Reprinted with permission from the NORTH CAROLINA LIBRARY/ ASSOCIATION CHILDREN'S SERVICES SECTION NEWSLETTER. The newsletter is a benefit of membership.

YOUTH
SERVICES

Library: Appalachian State University
Address: Edwin Duncan Hall
Boone, NC 28608
Phone: 704/262-2243
Source: PROMOTING CHILDREN'S SERVICES, #17, MAY 1983
Contributor: Alice Naylor

PROMOTE YOUR LIBRARY

GOAL: To reach all children in the community with library services.

Objective 1: To inform children (and adults responsible for children) about library services.

Objective 2: To provide those services effectively to those who choose to use them.

Informing people about library services iS the essential first step in reaching children with library service. The tasks of publicity and promotion are expected of children's librarians because few of us have public relations experts to call upon. The desire to do the best possible publicity is there--the expertise may not be.

What we do and what can be done are not always the same. Here's a way of looking at what we do and some ideas on what can be done.

Punny Isn't Funny We caption bulletin boards, bibliographies, and booktalks with puns, puns, OUNS, ad nauseam. Children's sense of humor develops slowly. According to the experts, puns are understood by twelve year olds and appreciated by some children some of the time. Please match humor to that of the child's even if you become the nauseated party.

The Past is Passe We concentrate our promotional efforts inside the library, cajoling users to use the library. THEY ARE using the library, so inside the library, let's promote what's inside the media. Children have the glorious advantage of experiencing and discovering everything for the first time. The "everything" can be very limited unless we tell them about many things, ships, sails, sealing loop, cabbages and kings.

Seasons Are Sappy We latch on to the inevitable characteristics of the future as handles for promotion rather than the limitless possibilities of the future. Seasons, the starting of school in September, Santa Claus and the Easter Bunny are all inevitable events and known to children through mass media. The library is full of the unknown, especially to children, that provides boundless rich source material for promotion. (Please, no more fall leaves.) Let's try space and science and Santo Domingo and sugar and sea shells and singing.

You Do the Walking Our external promotion--outside the library--often is in the form of an invitation to come to the library. Children may interpret this as our wanting them to do something for us. We may turn this table to really doing something for them. When we venture out personally or with promotion pieces we are offering something to children...a storyhour in the playground; a library card on the spot; a bookmark with your name and telephone; a calling card with real information on subjects of interest to children--snake varieties; varieties of families; bullies and bullying; loneliness; or flowers and how they grow. This would require reading or viewing and then repackaging information for your purposes--a process that we need to know more about and do more of.

Clue in on the Culture of Childhood We get many of our promotional ideas from the materials in our libraries. However, the way in which we describe those materials is in keeping with our vocabulary and our interests. To appeal to children we may have to develop a better consciousness of the language of children and of their interest. Read "One Potato, Two Potato..." for help in this area. We may be sentimental about the benefits of library use for children. Rather we should consider it a serious social, political and economic necessity (to be informed) and convey that commitment to children.

Adults: Parents, Teachers, Professionals We rely on adults to motivate children to become informed. We could motivate adults to be informed. Taking children to the library is not as American as the flag and apple pie, even though we'd like it to be so. The best we can do is inform adults of the value to them of using library service. The burden is on them to act--take children to the library. We could inform adults of the possible pay-offs for them if they so acted. A few such pay-offs may be to have the right words to explain sex; to provide understandable directions for children to plant their own garden, fix their own toys; to provide non-violent role models; to increase reading ability or pass competency tests; to provide a place for a family outing. A survey of adults who do go out of their way to bring children to the library may produce an even better list.

LIBRARY: Cumberland County Public Library
ADDRESS: 300 Maiden Lane
Fayetteville, NC 28302
PHONE: (919) 483-1580
SOURCE: PROMOTING CHILDREN'S SERVICES #19, JULY 1983
CONTRIBUTOR: Gail Terwilliger

INTRODUCING THE PUBLIC LIBRARY

The Cumberland County Public Library System produced a brochure (8 1/2" x 11" folded) entitled: INTRODUCING THE PUBLIC LIBRARY: STARRING PARENTS & CHILDREN. It lists (birth through 10 years) simple things parents can do with their child during visits to the public library to enhance interest in and ability to use its resources. On the inside cover, there is a "plug" for the MORE BOOKS IN THE HOME workshop done by the Children's Coordinator. The brochure was a handout in April 1983 for the Week of the Young Child and National Library Week. Copies are still available in some branch locations. It will probably be reprinted in the Fall. The information has been included in the MORE BOOKS IN THE HOME booklet distributed at the workshop.

NOTE the wording "Stay with your child." was a hint to parents who frequently wander off from their children (or vice versa). "The librarian can assist him if necessary in finding both fiction and nonfiction titles to broaden his selections." A tip that variety is important and that the librarian is there as a reader's advisor.

"PRESENTING"
THE PUBLIC LIBRARY

....Plan your library visit so that several members can go at one time and spend at least an hour exploring the resources of the facility. Make visits on a regular basis---at least once a month.

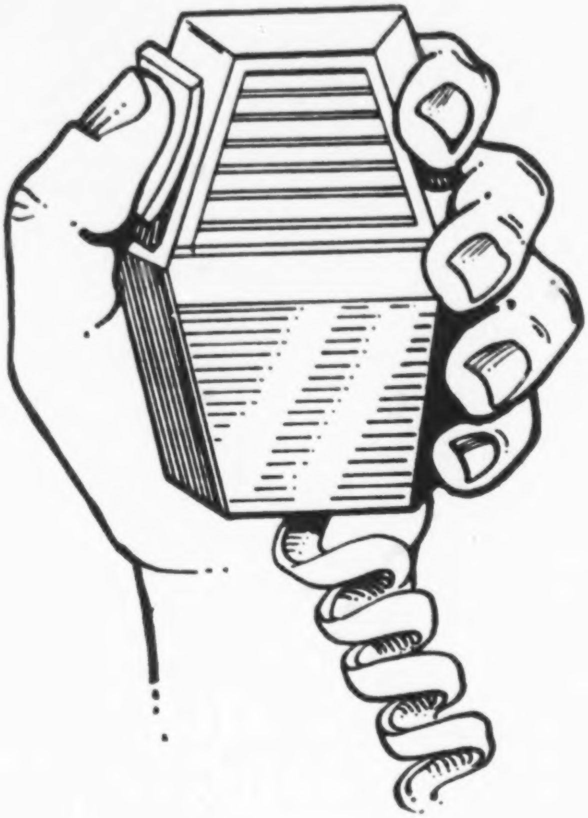
....Age birth--1 year: Everyone loves a change of scene. The library is a pleasant place to take a baby. Walk around with him. Talk about the posters, bulletin boards, and other displays. Play with the toys.

....Age 1-3 years: Stay with your child. Act as a role model. Sit down and read a story to him, turning the pages gently and talking softly. Let him select several books to take home.

....Age 3-5 years: Explain what "Borrowing" means so that the child isn't upset when materials have to be returned. Introduce him to library personnel so that they can help him make selections.

....Age 5-8 years: Children may get their own library cards at the age of five. It is important to increase the child's independence. Let him look for materials on his own. The librarian can assist him if necessary in finding both fiction and nonfiction titles to broaden his selections. Explain the Date Due Card. Assign the child responsibility for gathering all the books to be returned--and for reminding you of the date.

....Age 8-10: Have the librarian explain the COM (microfilm which replace the traditional card file). This will enable the youngster to find materials on his own. The sense of pride and independence thus created will foster an interest in reading.



Library: Charleston County Library
Address: 404 King Street
Charleston, SC 29403
Phone: 803/723-1645
Source: PROMOTING CHILDREN'S SERVICES #8, AUGUST 1982
Contributor: Michael R. Leonard

HOW THE CROWD DOTH GATHER - DEVELOPING AND INCREASING ATTENDANCE AT LIBRARY PROGRAMMING: A CURSORY LOOK

Now, more than any other time since the depression years, is the time to develop and increase public attendance at library programming. In a time of economic depression, the family unit is looking for functions that are free and worthwhile, and that can be attended together. What better opportunity, then, will libraries have than to capitalize on this need?

If programming in the past has not brought the number of people one thinks it should in order to make it worthwhile for the institution to continue the offering, then perhaps an assessment of what is or is not being offered needs to be made. Perhaps the present offerings are stale, or perhaps they need to be offered fewer times, with a stress on quality rather than quantity. In other words, start with the grassroots, and train oneself and one's staff to offer only the best to the community.

The immediate response that will probably be made to the above statement is: "This is all very fine and good, but where do the time, money, and staff come from?" If an institution has a coordinator of children's services, perhaps there is a need for the coordinator to come out of the office and into the line of fire. If a department head is presently not involved in training or program presentation, then perhaps it is time to roll up the sleeves and get to work. If there is no money, then make do with what you have on hand. With some thought, good planning and a little creativity, one should be able to succeed. Not possible? Read on.

In December of 1980, the Charleston County Library, Charleston, South Carolina, hired a head of children's services who was presented with a support staff of three: one professional, three months out of library school, one library assistant who had been on the job three years and one library assistant who had some previous library experience, but not in children's services.

An assessment of staff capabilities was first in order, as well as an assessment of personnel in the ten branch facilities and the extension service department. In addition, an evaluation of what was currently being offered and how well it was being presented was needed. Needless to say, the outlook seemed glum, but hope prevailed and the road ahead, though sure to be rough, was not beyond repair. As it was the last month of the year, not much was said, but goals and objectives, that at the time seemed too high and perhaps a bit idealistic, were set for the coming year.

The major goal was quality program offerings. This was accomplished by staff training through workshops, demonstrations and observation. In the workshops, staff members were trained first in preschool story programming: how to present a picture book effectively, how to do and utilize fingerplays, action activities, and songs. Stress was placed on planning themes for each program offering, as well as the importance of knowing the materials well before presenting them, as opposed to picking out materials on the morning of the program. Staff and other participants were then told that programs would not longer be presented weekly throughout the year but in ten or twelve-week sessions. Resistance to this came from both staff and public. Within a year, however, the staff agreed that well-planned and structured ten-week sessions were plenty to handle, and that the break in between allowed them to plan for the next ten week-session.

Complaints from the public were handled by explaining the stress being placed on quality and that through this structure we were able to offer the same type of program to more branch facilities within the county. We were able to show them, too, that they themselves made a more concerted effort in attending program offerings more regularly, thus benefiting their child's literary development as well as his listening and motor skills.

Here it should be noted that previously, preschool program offerings were weekly and included picture books that were read aloud and the showing of three or four filmstrips. In a 24-week period, attendance averaged about five youngsters weekly. In the restructured - and well-publicized - program offered over a ten-week period at ten main libraries in the spring of 1981, there was an average attendance of 22, or an 85% increase in program attendance in spite of the shorter time period.

By the fall of 1981, the preschool program offerings were available at the main library and five branches. All but one of these programs was conducted by the main library children's staff, with designated branch personnel assigned to observe and at times assist in the program offering.

A second workshop on preschool story programs was held in January 1982. The branch personnel who observed the fall programming were asked to prepare on paper a half-hour preschool program, complete with book titles and authors, fingerplays, action activities, and songs, all developed around a particular theme. At the workshop, they were required to present one picture book and two fingerplays or an action activity. The workshop was a great success and four branches are now conducting their own preschool programs. The remaining two branches at present do not have ample or qualified staff to present programs of any nature.

PUBLICITY

Charleston is fortunate in that three television network affiliates are available with each having one or two local talk show programs. There are also a morning and evening newspaper and several community weeklies. Additionally there are 16 radio stations. With this availability of media, one would think that publicizing programs would not be a problem. Not always true. Media publicity has been sporadic, and predetermining items of media interest is difficult. Coverage or prepublicity has ranged from virtually nil to a plethora. The papers, for instance, will do a front page color picture on a puppet show and no mention whatsoever of the Summer Reading Program.

Since one cannot always depend on the media for publicity, it is best to consider doing makeshift, in-house publicity. Flyers and posters can be developed by using press-on lettering and a good typewriter. If one is fortunate enough to have an artist on the staff, a few illustrations add to the message.

The children's department developed a monthly calendar of events and distributed this to all the branches and bookmobiles as well as the main library. From the monthly calendar it was decided to go to the brochure form and include program offerings throughout a nine-month period, and develop a separate brochure for the summer. These brochures are sent to a professional printer as camera-ready copy, prepared by the children's services staff. Whereas the previous use of typed and press-on lettering for flyers and the monthly calendar was less costly, the use of more expensive, professionally printed brochures has proven to be cost-effective by stimulating a greater program attendance.

MOTIVATING INTEREST

In the years of developing and executing programs, it has been observed that programs made to sound "special" or "worthwhile" are psychologically more appealing to the public. Phrases such as "registration required" or "registration limited" increase the motivation for parents to ensure their child's participation in the event. The registration form for the preschool storytime used at the Charleston County Library describes the program and the library's expectations of the parents as well as the child. With specific rules and regulations, the program is presented in a somewhat formal and professional manner. In other words, it is made quite clear that the program is not a "babysitter service", but rather a listening and learning experience for the young child.

ADDITIONAL PROGRAM DEVELOPMENT

The focus here has primarily been on the development of one particular area of programming. Additional program offerings have been highly successful "Saturday Specials." This series of programs is presented on Saturday a month from September through

May , and focuses on materials and subjects that would be of interest to the entire family. The program range from one to four hours in length and include guest artists, storytelling, puppetry, music, dance, magic, and film. Titles used have been: "Kites Aloft!", "A Visit with Captain Hook", "Holiday Puppet Playhouse", and so on. The four-hour events are usually in connections with a special, week-long event such as "Week of the Young Child."

The Summer Reading Program was changed from a film/filmstrip program to a series of programs which alternated storytelling, puppet presentations, and film programs during the summer of 1981. The 1982 Summer Reading Program is utilizing the community to present programs on fire safety, skateboarding, surfing, horseback riding and so on. These programs, it is hoped, will bring in your intended audience of fourth through sixth-grade children.

After school and Saturday Film/Story programs were included in the 1981/82 offerings. The after school filmstrip story hour was changed to a film/story hour with not a great deal more attendance, but nonetheless an increase.

"Time for Twos", a program for two-year-olds and their parents, was established at one branch, with another one already having a similar program in operation. The established program had broken down attendance into age groups (18-24 months, 24-30 months, and 30-36 months) and offered a once-a-month program to each age division. This was done mainly to accommodate the high number wanting to participate. The program was later changed to eliminate the youngest age group so that the program could be offered to children aged 24-36 months on a weekly basis, for ten weeks. Then a preschool storytime was added in the branch to accommodate the three, four, and five-year-old programs. The "Time for Twos" program operates ten weeks in the fall and will expand to twelve weeks in the spring of 1983. It is not offered in the summer due to the volume and complexity of Summer Program activities.

During this year's Spoleto Festival U.S.A., the library offered an American Film Series for adults, daily except for Sunday at 10:30 AM, and averaged an audience of 65, compared to last year's average of 35. In 1981 the children's services staff offered a puppet show three times during the one-day Piccolo Spoleto Children's Festival. This year the program offerings were expanded and greatly improved in both quality and attendance. The puppet presentations have of course brought in the greatest numbers of adults and children. Thus far in three presentations the statistics are as follows:

	CHILDREN	ADULTS	TOTALS
PROGRAM ONE	148	77	225
PROGRAM TWO	138	43	181
PROGRAM THREE	154	68	222
	440	188	628

CONCLUSION

When considering developing programs for children, first assess the need, the types of programs possible within the framework of the institution and its staff, and publicity sources within the community and in-house possibilities as well.

Work first on developing quality programming on a manageable level. When the desired level is attained, then proceed to expansion and quantity at other sites throughout the library system.

Presented: SELA Conference "Crisis in the Southeast," June 4-6, 1982, ASU.

Library: Southport-Brunswick County Public Library
Address: 109 West Moore Street
Southport, NC 28461
Phone: 919/457-6237
Source: OCCASIONAL PAPERS, #1, AUGUST 1982
Contributor: Felecia Hardy

SCHOOL VISITS

For nine months out of the year you will notice that there are not any school age children prowling the stacks in the early a.m. It leaves such a void in your day from saying nice things all summer like please calm down children, no running through the stacks please, and its three minutes til closing are your parents coming to pick you up, etc. Well, the gang has gone to school but does that stop us, by no means we just go to school too.

As children's services coordinators it is our duty to serve the children with our many talents and resources wherever they may be. How is this done short of spending 5 days a week 6 hours a day going from class to class? The process of school visits and what is done during this time has been simplified by several librarians.

Always after going through the proper channels of school administration and direct contact with the school principals, contact the media specialist and discuss with him/her the goals and purposes for visiting the schools. Try to establish him/her as your liaison with teacher programming.

A letter telling what is offered and a scheduling attachment of your availability can be given to every teacher during the time when they are preparing for the students to arrive and their lesson plans, so they an correlate a visit with what they are studying. This is a very good way to know what is expected of you well in advance for your preparation. Here are some of the important things that go into the make-up of your letter.

1. List as many of your specific services as possible.
2. Set a deadline for notification and stick to it.
3. Include the time when you would be available for visits so they can submit their request accordingly.
4. Make sure there is a space for something to be written that may be needed as a service during your visit that was not listed. Don't forget that others are also resource people for you.
5. Ask for immediate notification of cancellations.

This gives you a general basis for initiating school visits. In larger library systems that encompass city schools, county schools, and private schools with an enormous demand for public library resources the situation must be handled differently.

Here is an example of how one library system handles this aspect of group programming.

A VISIT BY THE CHILDREN'S SERVICES STAFF

Would you like to be visited by a member of the Children's Services staff? Personnel will be glad to delight and inform children with services such as storytelling and providing information about the public library. The staff requests your assistance and cooperation.

> Kindly contact the Children's Services Department at the Frances Brooks Stein Memorial Library, 483-1580, at least two weeks in advance to make arrangements for a visit.
>
> It will be necessary to group children by grades, NOT individual classes. Visits will be limited to one for every three grades.
>
> Library personnel can prepare to do up to four programs during a three-hour visit.
>
> Arrangements should be made for programs to be presented in the school media center if at all possible.
>
> Preference for visits will be given to classes serving the physically, mentally, and emotionally handicapped and to groups who has visited or have made arrangements to visit a public library facility.
>
> Questions regarding procedures should be referred to Gail Terwilliger, Coordinator of Children's Services, 483-1580.

Here is another example of how school visits were done at one time at the Sampson-Clinton Public Library.

Description of Program: During the school year I try to visit each of the schools in the county once. I do a traditional storyhour with grades K-3 on a broad theme using a variety of stories, flannel boards, and picture books. This year I prepared four traditional stories, two flannel boards, three picture books and two songs. These parts are used interchangeably for different grades and as I tire of one story. Prepare 40-50 books for grades 4-6. These are used for quick jacket talks. I prepare a flyer listing all the books which is handed out to these classes. The most time-consuming job of all is checking to be sure all the books are in all the branches and ordering additional copies to back up the created demand. Early in the school year I send a letter to each principal offering my program and requesting a call from them if they have a request for a specific date. I set up a date and schedule of classes for the day with the school librarian. I try never to schedule more than one school a week for experience has shown me these days are exhausting and very hard on the voice. I plan to arrive at the school at least 20 minutes before the first program to arrange the school library in the most convenient way. Each class is given a brief description of the library, its services, its programs and how to get a library card. With grades K-3 I do a story-hour using traditional storytelling. With grades 4-6 I give brief talks on 12-15 books and have a question and answer period. All students are given bookmarks with basic library information.

Cost: None Publicity: None

Review of Program's Success and/or Failure: For two years this program has worked well and been a real way to develop a working relationship between the school and public libraries.

Because of the way regional library systems are set up any of the methods mentioned may be used with or without modification according to the circumstances.

No matter what size library system you serve or what classification of school you have to work with private, city, etc., there is a very helpful guide for school visits that can be found in the April 1979 issue of School Library Journal.

PROMOTING PROGRAMS THROUGH SCHOOL VISITS

To promote special programs a memo can be sent to the schools to be announced over the PA system 2 or 3 times prior to the program and surely on the day of the event if possible. Many times the Children's Services Coordinator may come to the school closest to the library where the program is being held and be permitted to use the PA system to broadcast the event. It is truly amazing how a new voice heard overhead draws attention. Handouts and posters could also be placed in the schools.

Promoting summer programs within the schools should be done as close to the end of the school year as possible. Always after you have decided the best ways to present the information go through the proper channels to get into the schools.

HERE ARE A FEW WAYS TO PRESENT YOUR INFORMATION

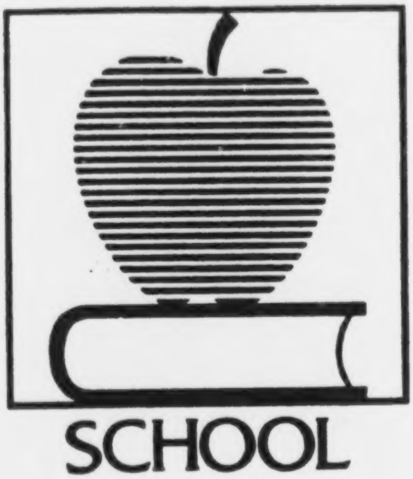
Handouts - enticing leaflets to give information of programs which may not include a registration form before hand. They can be put into the teachers mailboxes or given to school and community coordinators.

Assembly Programs - Near the end of the school year most schools hold several assembly programs. This would be an opportune time to get the message over to a mass of people (even with this method, handouts would be an asset).

Class Visits - This method has its advantages but the bigger disadvantage of time limitations proves this not to be very ideal unless your program has a definitely small age or grade range, ex. 4-5 grades 9-10 year olds.

Try working with school officials for they often have reading programs going on within the school system and your program may be emphasized more to reading groups. Ex. - There is usually a person designed to oversee all the federal reading programs and they are sent home at the end of the school year with a packet containing reading lists, etc. This person should be encouraged to include your information as a greater reading stimulation.

No matter what kinds of publicity are used or in what ways it is released make sure your staff including branch and bookmobile people have all the necessary details. Inadequate or wrong information will definitely not help your program.



Library: Forsyth County Public Library
Address: 660 West Fifth Street
Winston-Salem, NC 27101
Phone: (919) 727-2556
Source: PROMOTING YOUTH SERVICES, #43, JULY 1985
Contributor: Cal Shepard & Satia Orange

Cal Shepard and Satia Orange of the FCPL, presented a workshop for school librarians and teachers on Thursday, April 11. The purpose of the workshop was to:

1. Familiarize school personnel with the public library's summer reading program.
2. Invite teachers to encourage their students to read during the summer.
3. Familiarize school personnel with recent, notable books through booklists and displays.

After enjoying afternoon snacks (peanut butter and jelly sandwiches), the techers and media coordinators heard a brief presentation. We discussed why and how the public library stimulates summer reading. We also presented suggestions about how the schools can promote summer reading and encouraged teachers to take advantage of the library's summer reading materials by utilizing our in-house booklists and reading records. The selection criteria for our booklists were given along with suggestions for use. We encouraged teachers to copy the booklists or use them as a basis for their own lists.

After the presentation, teachers browsed among displays of the books included on each list and picked up copies of the booklists. Some even checked out books!

NOTES - We coordinated the workshop through Peggy Chapman, the acting media coordinator of the Winston-Salem/Forsyth County Schools. She was a great help in planning the workshop and distributing publicity (Don't forget private schools).

We didn't hand out the booklists until the end of the workshop, for obvious reasons.

We had difficulty getting our hands on some of the books for display. Start early!

We won't really know how successful we were until this summer when children come in with booklists for required reading. Here's hoping!

IX. INTERPERSONAL RELATIONS

IX. INTERPERSONAL RELATIONS

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IX. Interpersonal relations

Demonstrates:	A	B	C	D
1. ability to work productively with peers, supervisors, and other library staff.	x	x	x	x
2. ability to plan own work flow, set priorities.	x	x	x	x
3. ability to be on time and to dress appropriately for tasks planned.	x	x	x	x
4. ability to work effectively with the public -- adults, young adults, and children.	x	x	x	x

A - a paraprofessional children's and/or young adult librarian supervised by the library director.
B - a paraprofessional children's and/or young adult librarian supervised by a professional children's and/or young adult librarian.
C - an MLS children's/young adult librarian.
D - an MLS children's and/or young adult or youth services coordinator.

Contributor: American Library Association
50 E. Huron Street
Chicago, Illinois 60611
Source: PROMOTING YOUTH SERVICES, #41 MAY 1985

WHAT DOES A CHILDREN'S LIBRARIAN DO?

The role of the children's librarian has expanded dramatically during the past decade. Although story hours, reading guidance, and collection development continue to be important responsibilities for children's librarians, the list below provides a sampling of the wide variety of programs and services that children's librarians are now providing.

> Many public libraries are now offering toddler storyhour planned as a shared experience for children 18-36 months and their parents. These programs are so popular that some libraries must maintain lengthy waiting lists.
>
> Children's librarians are expanding their services by using local cable channels to broadcast story hours, booktalking programs, and book news of local interest. Often, the children's librarians are the producers, directors, camera operators, editors and writers, as well as the performers.
>
> Summer reading programs continue to increase in importance in many communities. Program themes range from The Summer Quest based upon a modified "dungeons and dragons" format to Reading Champions emphasizing doing your best whether it be in olympic competition or in reading books. In one city, a major league baseball team was overwhelmed by the response that was generated by a summer reading program which offered game tickets as the prize for reading a specified number of books.
>
> Children's librarians are often responsible for libraries' growing collections of microcomputer hardware and software. Youth services librarians are often called upon to select, organize, and circulate software as well as instruct patrons, both young and old, in the use of both the hardware and software.
>
> Programs for special populations, such as children in Head Start Centers or for those in residential treatment centers, may take children's librarians away from the library and into the environment of the patrons. These types of programs provide services to individuals who would otherwise have no access to the library.
>
> Children's librarians are often called upon to be consultants for parent, school and community groups. Workshops on reading guidance, selecting materials for reluctant readers, identifying bilingual materials for new immigrants, and the importance of reading aloud to children are among the topics frequently requested.

Coordinators of children's services in public libraries are part of the management team of the library, responsible for the financial planning, recruitment, and supervision of the services and personnel in the youth area.

Public relations campaigns for the library are often initiated in the children's department. One area launched a year long awareness program on the theme "Read to Your Child." The campaign included the development of workshops, a parents' manual, public service announcements, and bumper stickers.

Children's librarians are expanding their services by utilizing outside funding for special programs. In one county, a successful grant proposal enabled the library system to sponsor a week-long author festival which allowed children to talk and work with noted children's writers. In another city, grant funds allowed a professional theatre group to present 15 performances of dramatizations of international folktales.

What does a children's librarian do today...whatever is necessary to provide the best access to materials and services for the youngest library patrons, their parents, teachers, caregivers, and other interested in the education, development, and welfare of children.

LIBRARY SERVICES TO YOUNG ADULTS

"Young adults" is the librarian's term for youth of junior and high school age. The librarians who work with this age group are called young adult librarians. The services they provide are called young adult services.

The goal of library services to young adults is to aid the individual in achieving a successful transition from childhood to adulthood by providing the resources and environment that will foster intellectual, emotional, and social development.

In order to achieve this goal of library service to young adults the librarians who works with young adults:

Promotes cooperative and complementary quality library services regardless of setting (public, school or institutional library).

Advocates the young adult's right to free and equal access to the library's materials and services.

Evaluates and promotes materials of interest to all adolescents through special services, programs and publications.

Identifies the special needs of discrete groups of young adults (e.g., those with reading problems, those with English as a second language, those with physical and developmental disabilities) and designs programs and builds collections appropriate to their needs.

Encourages young adults to become lifelong library users by helping them to discover what libraries have to offer and how to use libraries.

The true essence and purpose of young adult services is to:

Reach young adults within and outside the library through specific programs and activities designed to meet their needs and interests.

Motivate them to extend their knowledge and broaden their horizons.

Encourage positive and creative interests.

Encourage and teach them to use all types of materials (e.g., books, films, video, computers, recordings) for their personal growth and understanding.

Help them to develop their ability to seek information required for intelligent decision making.

Provide them with a variety of information services (e.g., information referral, crisis intervention, online databases to meet their diverse needs).

Put them in touch with other community agencies that can help them solve problems.

Stimulate and excite them with the discovery of good books, films, music, art--all the best fruits of human endeavor.

Help them to accept the responsibility of living in a complex and challenging world.

The young adult whose experience with libraries has been positive will become the citizen most likely to continue to use and support libraries. The commitment of good library services for youth therefore becomes a investment in the community's and the library's future.

X. PROFESSIONAL DEVELOPMENT

X. Professional development

Demonstrates:	A	B	C	D
1. an interest in tasks assigned.	x	x	x	x
2. an interest in and willingness to attend skills. development/enhancement workshops and programs.	x	x	x	x
3. a willingness to share skills, ideas, etc. with supervisors, and other libraries.	x	x	x	x
4. ability to schedule/plan, produce, and conduct workshops/continuing education opportunities for those supervised.			x	x
Is an active member of:				
1. local library organization.			x	x
2. North Carolina Library Association, including children's and or YA sections.			x	x
3. American Library Association, including children's and/or it's young adult associations.				x
4. South Eastern Library Association including children's and/or young adult section.				x
5. State Library youth services committees.	x	x	x	x
6. other advocacy and child related organizations and associations.	x	x	x	x
7. community activities as interest dictates.				

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C - an MLS children's/young adult librarian.
D - an MLS children's and/or young adult or youth services coordinator.

NORTH CAROLINA ASSOCIATIONS

LIBRARY

North Carolina Library Association, P.O. Box 4266, Greensboro, NC 27404.

CHILDREN'S SERVICES SECTION

Rebecca Taylor, Chairperson, New Hanover County Public Library, 201 Chestnut St., Wilmington, NC 28401. (1986-87)

Cal Shepard, Vice-Chairperson, Forsyth County Public Library, 660 West Fifth Street, Winston-Salem, NC 27101. (1988-89)

Jackie Miller, Secretary, Rockingham County Public Library, 527 Boone Road, Eden, NC 27288.

Margaret Miles, Newsletter Editor, New Hanover County Public Library, 201 Chestnut St., Wilmington, NC 28401.

YOUNG ADULT COMMITTEE OF THE PUBLIC LIBRARY SECTION

Laura Weigand, Chairperson, Kernersville Branch, Forsyth County Public Library, 130 East Mountain St., Kernersville, NC 27284.

Julie Walker, Vice-Chairperson, Central NC Regional Library, 342 South Spring St., Burlington, NC 27251.

North Carolina Association of School Librarians. State Department of Public Instruction, Raleigh, NC 27611.

North Carolina Department of Public Instruction. Educational Media Division, State Department of Public Instruction, Raleigh, NC 27611.

Media Evaluation Center, Division of Educational Media, State Dept. of Public Instruction, Raleigh, NC 27611 (919/733-3929) Hours 7:30 a.m.-5:00 p.m. Monday through Friday.

North Carolina Foreign Language Center, Cumberland County Public Library, 321 Gillespie Street, Fayetteville, NC 28301.

North Carolina Library for the Blind and Physically Handicapped, 1811 North Blvd., Raleigh, NC 27635.

OTHER ASSOCIATIONS

LIBRARY

Association for Library Services to Children and/or Young Adult Services Division of the American Library Association, 50 E. Huron Street, Chicago, IL 60611. Ann Weeks, Director.

Young Adult Services Division of the American Library Association, 50 E. Huron Street, Chicago, IL 60611.

Southeastern Library Association, P.O. Box 987, Tucker, Ga. 30084.

XI. ADMINISTRATION

BEST COPY AVAILABLE

XI. Administration

Demonstrates ability to:	A	B	C	D
1. plan work flow, set priorities, access tasks for self and for those supervised.				x
2. evaluate work of those supervised.				x
3. to design, conduct and apply findings of community analysis and needs assessments as these relate to youth services.				x
4. to develop, implement, and evaluate short, middle, and long range plans of the library as these relate to youth services.				x
5. work effectively with library boards of trustees and/or other local government agencies.				x
6. develop physical facilities/a physical environment that is welcoming and contributes to the achievement of youth services goals.			x	x
7. develop a network with other youth services professionals e.g. school librarians, teachers, social workers, etc.			x	x
8. develop, implement, and evaluate an annual budget for the youth services program.				x
9. develop, implement, and evaluate an ongoing program of staff development for youth services employees.				x
10. develop work plans for employees, using all available resources, e.g. library goals, staff abilities and needs, and results of community analysis, etc.				
11. identify external funding sources and write proposals for grants.				x
12. Demonstrate an awareness of legislative and judicial decisions which affect youth, libraries, or government agencies in general and use this information in program planning, administration, etc.				x

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B - a paraprofessional children's and/or young adult librarian supervised by a professional children's and/or young adult librarian.
C - an MLS children's/young adult librarian.
D - an MLS children's and/or young adult or youth services coordinator.

Library: High Point Public Library
Address: P.O. Box 2530
High Point, NC 27261-2530
Phone: (919) 887-3006
Contributor: Julie Dorenberger

"ACCOUNTABILITY SHEETS"

The following Accountability Sheets are based on a project done by the Association of Children's Services Coordinators of Large Libraries in North Carolina several years ago. I prepared the sheets in response to a workshop I attended last year on Documentation. They are tailored to fit the needs of the staff at the High Point Public Library. Since we did not have specific, written standards for the staff in addition to the job description (which Robert White, the workshop leader recommended)- I decided to attempt to prepare them to help the staff in knowing what the expectations of the job were and to help myself in doing performance appraisals.

The six basic areas of job responsibilities I used are 1) Reference and Reader's Advisory 2) Programming 3) Shelving 4) Communications 5) Public Relations and 6) Night Responsibilities. Under each broad category I tried to list specific ways that these job performances needed to be done so that work would be considered satisfactory.

REFERENCE & READER'S ADVISORY - ACCOUNTABILITY

JOB PERFORMANCE IS SATISFACTORY WHEN:

1. Hours assigned to Reference Desk are covered as scheduled and patrons are advised in locating materials.
2. Knowledge of current acquisitions is maintained by examining new materials before they are shelved.
3. Thorough working knowledge of Reference Sources available in Children's Services Division is learned and maintained.
4. Statistical information is filled out on all Direct and Indirect Reference questions.
5. All patrons are offered and given assistance in locating materials (reference and reader's advisory) in an appropriate professional manner. Patron's are interviewed using the "Open Question" Technique.
6. Reference questions of a research nature or reference questions that staff members are unable to answer are referred to the Division Head.
7. The Disruptive Behavior policy is followed.

8. All other Reference Desk procedures are followed (filmstrip circulation, reserve requests, etc.).

9. Teachers' Packs are compiled on time using bibliographies, recommended books, and Division Head's input to maintain quality of materials going to teachers. Division Head checks all teacher's packs.

PROGRAMMING - ACCOUNTABILITY

PERFORMANCE IS SATISFACTORY WHEN:

1. Programs of interest and appropriate to age groups are planned and presented including preschool and primary storytimes. Storytimes for 2's, group orientations & tours, day care storytimes, puppet shows, school visits, and special workshops, etc.

2. Programs are planned and materials ready ONE MONTH AHEAD.

3. Guideline and procedures for programs are followed in order to establish high quality and creative programming. Professional books and resources are used to stimulate ideas and creativity in program planning. A variety of ideas and presentations are utilized. Focus of storytime programs is on books. Films and filmstrips are secondary and kept to a minimum (not more than 1 per program). Craft activities are appropriate, imaginative and extend theme.

4. Program cards are turned in and complete no later than three days before the end of the month.

5. Auditorium guidelines are followed.

6. Proficiency in using AV equipment is learned and maintained.

7. An attitude of friendliness and firmness is used in directing and managing groups of children.

SHELVING ACCOUNTABILITY

JOB PERFORMANCE IS SATISFACTORY WHEN:

1. Item shelved at a rate of 75 items per hour with 95% accuracy.

2. Shelves are read at a minimum rate of 100 books (or AV items) per 1/4 hour with 99% accuracy. Sheets are turned in no later than 3 days before the end of the month (if books are in good order).

3. Any book or AV item found on a wrong shelf is removed for reshelving immediately.

4. Books or AV items left on ends of shelves or on tables are put on carts/sorting tables/AV table for reshelving.

5. Once a week shelves are straightened (assigned area) by pulling books to the edge of shelf evenly.

6. Books and AV materials received are shelved the day they are received (approximately 2 hours).

7. Carts are returned to Sorting Room after books and AV items are shelved.

COMMUNICATIONS - ACCOUNTABILITY

PERFORMANCE IS SATISFACTORY WHEN:

1. Supervisor is kept advised of work situations daily.

2. Plans for programs and projects are first approved by Division Head.

3. Staff meetings are attended when scheduled.

PUBLIC RELATIONS

DISPLAYS, BULLETIN BOARD, POSTERS - PERFORMANCE IS SATISFACTORY WHEN:

1. Bulletin board themes are planned one month ahead. Themes are appropriate, thoughtful, creative.

2. New bulletin boards are up by first day of each month.

3. Bulletin boards are not limited to pre-made materials. One unique material is required each month.

4. Poster, signs, displays, are neat, lettered with stencils, attractive, appropriate, well designed and placed in appropriate locations.

5. Paste up work for off-set printer is neat, organized, clean appearing, well designed and double checked for typing errors. All work must be checked by Division Head and redone if not approved.

6. All guidelines for displays, bulletin boards, posters, etc., are followed.

7. Children's Services policies and services are interpreted to the public as necessary.

8. A pleasant atmosphere is maintained in the Children's Room by enforcement of firm discipline.

9. Two or more booklists are prepared for the public or specific groups each year.

NIGHT RESPONSIBILITIES/ORDER IN THE CHILDREN'S ROOM - ACCOUNTABILITY

JOB PERFORMANCE IS SATISFACTORY WHEN:

1. At end of work session chairs are pushed neatly under tables and books, papers, etc., are removed.
2. All books are checked to see that ends are pushed up tightly.
3. Reference desk is cleared of books, magazines, papers, etc., and area is neat.
4. Easy display tables are filled with Books with illustrated covers. Easy display shelves are filled with Books with illustrated covers.
5. Dial-A-Story is turned off.
6. Money is turned in.
7. Lights are turned off.
8. Windows are checked (closed).
9. Heat or A/C is off.

Library: Cumberland County Public Library
Address: Administrative Office
300 Maiden Lane
Fayetteville, NC 29301
Phone: 919/483-7365
Contributor: Gail Terwilliger

SAMPLE JOB DESCRIPTION: CHILDREN'S PROGRAMMER

1. Is friendly to patrons.
2. Learns quickly and remembers what is taught.
3. Willing to accept responsibilities.
4. Maintains "cool" when the unexpected occurs.
5. Comes up with new program ideas.
6. Offers reader's advisory services to children.
7. Offers reader's advisory services to adults.
8. Selects a good variety of materials to use in the program.
9. Keeps supervisor informed of needs and activities.
10. Selects books/stories suitable to age group.
11. Selects activities that are suitable to the age group.
12. Selects films or filmstrips suitable to the age group.
13. Orders materials, films, etc., allowing adequate time for previews.
14. Provides prompt, complete, and accurate reports to the supervisor.
15. Learns stories well.
16. Previews materials prior to finalizing their use in a program.
17. Arranges program area appropriately and accurately in advance of program.
18. Tests equipment for proper working order before program.
19. Exhibits self-confidence during program presentation.
20. Is enthusiastic about the library and shows it.
21. Program length appropriate for the age.
22. Sets out extra books and so forth for the children to browse.
23. Alerts patrons to future events at the library.
24. Remembers the names of "regulars" to storytimes (children, parents, teachers)
25. Flannelboard stories, fingerplays and songs, and traditional stories are presented without the use of notes.
26. Discusses children's behavior out of the sight and hearing of patrons.
27. When working on a "team" presentation, communication is good between staff.
28. Does a fair share of work in "team" presentation.
29. Manages "difficult" children in a timely and tactful manner.
30. Manages "difficult" parents or teachers in a timely and tactful manner.
31. Handles interruptions from other staff and patrons in a timely and tactful manner.
32. Displays an attitude of really liking children.
33. Show enjoyment of doing program.
34. Suggests better ways of doing programs/procedures/services.

35. Is an interesting storyteller--keeps kids spellbound.
36. Makes sure publicity about program is distributed in the library.
37. Makes sure publicity about program is distributed in the community.
38. When presenting a picture book story, hold book so all can see.
39. Stays in children's area after program to help children and adults find things.
40. Keeps children's shelves neat and orderly.
41. Recommends titles and subjects for purchase on a regular basis.
42. Does special things to make children's area inviting: displays, billboards, mobiles, etc.
43. Uses vocal variety and appropriate volume during presentation of program.
44. Uses good grammar and pronunication.
45. Specific things to look for in storytelling:
    a) speed of presentation suited to story.
    b) pitch of voice suited to story.
    c) eye contact made with audience.
    d) gestures suited to story.
46. Flannelboard:
    a) pieces are in order before beginning story.
    b) board is cleared of unnecessary pieces as story progresses.
47. General:
    a) storyteller settles audience before starting
    b) storyteller introduces story before beginning
    c) storyteller is prepared to move quickly to next activity.
48. Uses "slack" time on the desk to review appropriate materials and plan future programs.

Employee Name ______________ Title ______________ Supervisor ______________ Date ________

NEW HANOVER COUNTY
WORK PLANNING

LIBRARY ASSISTANT

MAJOR OBJECTIVES	PERFORMANCE STANDARDS	TIME/FREQUENCY	RESOURCES
Readers, advisory and reference	Displays an approachable, helpful attitude to information and reader's advisory requests from young people and adults.	ongoing	
	Displays a thorough knowledge of the Children's and Young Adult collections.	ongoing	
	Assists young people in finding pleasure reading that meets their abilities and interests.		
	Assists young people in locating material for school assignments, with assistance of the Youth Services Librarian as necessary.	ongoing	
	Keeps Youth Services Librarian informed of school assignment requests and other special demands for materials.	ongoing	
	Assembles and maintains special files and pamphlet collections: states, foreign countries, collective biographies, fairy tales, etc.	ongoing	old periodicals postage, letterhead computer software?
	Annotates (or supervises annotation of) bibliographies to reflect library holdings.	as required	

Employee Name ______________ Title ______________ Supervisor ______________ Date ______________

NEW HANOVER COUNTY
WORK PLANNING
LIBRARY ASSISTANT

MAJOR OBJECTIVES	PERFORMANCE STANDARDS	TIME/FREQUENCY	RESOURCES
PROGRAMMING			
Group & Class	Provides quality literature-based programs using a variety of formats to children's groups visiting the library. Schedules and coordinates visits with teachers and group leaders	ten to twelve a week	books, records filmstrips, flannel boards, Prof. coll'n craft materials
	Demonstrates the ability to prepare programs appropriate for various ages from toddler to middle grades. Submits program plans to supervisor for approval.	two weeks in	
	Schedules and orders films for group programs.	three times a year	State Library catalogs
	Should receive 90% on program evaluation conducted by supervisor	three times a year	
Summer Reading Club	Assists in planning and administration of program.	Annually	
Other	Assists Youth Services Librarian with young adult library visits, public programs, and booktalks or story programs in the schools.	As needed	
	Assists with programs in branches or outreach when staffing or audience demands	As needed	

Employee Name ______________ Title ______ Supervisor ______ Date ______

NEW HANOVER COUNTY
WORK PLANNING
LIBRARY ASSISTANT

MAJOR OBJECTIVES	PERFORMANCE STANDARDS	TIME/FREQUENCY	RESOURCES
Collection development and maintenance	Pulls worn materials and mends. Gives unsalvagable items to Youth Services Librarian for discard and/or replacement.	ongoing	mending supplies
	Processes new J and Y paperbacks.	as needed	typewriter processing materials
	Replaces or adds book labels.	as needed	labels, tape
	Cleans and/or mends Children's AV materials.	as needed	record cleaning supplies
	Maintain 1-week file of holiday books. Pulls and displays 4 weeks before holiday. Returns to 3 week checkout after holiday.	by calendar	
	Informs Youth Services Librarian of special title request or subject needs.		
	Maintains rotating Children's Room filmstrip selection.	weekly	

Employee Name ______________ Title ______________ Supervisor ______________ Date ________

NEW HANOVER COUNTY
WORK PLANNING
LIBRARY ASSISTANT

MAJOR OBJECTIVES	PERFORMANCE STANDARDS	TIME/FREQUENCY	RESOURCES
CHILDREN'S ROOM MAINTENANCE	Keeps shelves and racks neat.	daily	
	Supervises daily shelver. Maintain daily shelf reading schedule.	Shelves-read at least quarterly.	
	Keeps room and storage areas reasonably neat, with furniture, books, puzzles, pillows, and other materials inplace.	daily	
	Keeps statistics.	daily	
	Assists circulation department in searching snags.	ongoing	
	Maintains craft supplies and informs supervisor of supply needs	ongoing	
	Operates and supervises children's use of microcomputer and other AV	ongoing	

Employee Name ____________ Title ____________ Supervisor ____________ Date ____________

NEW HANOVER COUNTY
WORK PLANNING
LIBRARY ASSISTANT

MAJOR OBJECTIVES	PERFORMANCE STANDARDS	TIME/FREQUENCY	RESOURCES
PUBLICITY AND PUBLIC RELATIONS	Types and prepares layout for Youth Services press releases, bibliographies, flyers, etc.	as required	typewriter and/or word processor
CONTINUING EDUCATION	Prepares bulletin boards, posters, and other displays (Shelves, fishbowl, cube) to highlight parts of collection or library programs.	monthly or as event require	craft supplies
	Participates in Youth Service staff development sessions.	bimonthly	
	Attends out-of-town workshops, institutes, or other continuing ed. experiences.	three a year	
	Reads children's books (both new and standard titles) to be familiar with collection.	ongoing	
	Discusses methods, materials, and problems with supervisor. Maintains open and supportive communication with supervisor and other Youth Services staff members.	ongoing	

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